REPORT RESUMES

ED 003 410 24

CONFERENCE TO PLAN RESEARCH ON JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS.

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REPORT NUMBER CRP-F-036 PUB DATE 64

EDRS PRICE MF-$0.45 HC-$11.60 290P.

DESCRIPTORS- *CONFERENCES, *JUNIOR COLLEGES, *PERSONNEL POLICY, *EDUCATIONAL RESEARCH, SCHOOL PERSONNEL, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, FLINT, MICHIGAN, CHICAGO, ILLINOIS

ACTING UPON RECOMMENDATIONS BY A NATIONAL COMMITTEE OF PROMINENT EDUCATORS, A RESEARCH CONFERENCE WAS HELD AT THE CENTER FOR CONTINUING EDUCATION, UNIVERSITY OF CHICAGO, (1) TO CLARIFY STUDENT PERSONNEL PROBLEMS IN JUNIOR COLLEGES, (2) TO PRODUCE A STATEMENT OF RESEARCH GOALS AND METHODS OF IMPLEMENTATION, AND (3) TO STIMULATE RESEARCH INITIATIVE AMONG JUNIOR COLLEGES. PROCEDURES EMPLOYED INCLUDED (1) DETERMINATION OF WHICH JUNIOR COLLEGES HAD THE POTENTIAL TO CONTRIBUTE TO A RESEARCH CONFERENCE (50 WERE SELECTED), (2) SELECTION OF CONSULTANTS TO ASSIST IN PRECONFERENCE PLANNING, ACTIVE PARTICIPATION AND FOLLOWUP EFFORT, (3) CONFERENCE PREPARATION, (4) PREPARATION OF PAPERS CONCERNING SIGNIFICANT FORCES AND TRENDS WITHIN SOCIETY AND THE EDUCATIONAL SYSTEM, (5) DEVELOPMENT OF A 2-DAY RESEARCH SEMINAR, AND (6) DEVELOPMENT OF GUIDELINES FOR APPRAISAL AND DEVELOPMENT OF JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS. THE RESULTS OF THE CONFERENCE ARE PRESENTED THROUGHOUT THE PROCEEDINGS. NO MAJOR CONCLUSIONS WERE FORMULATED. (JC)

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Conference to Plan Research on Junior College Student Personnel Programs

Cooperative Research Project No. F-036

Max R. Raines, Conference Coordinator

Flint Community Junior College
Flint, Michigan

1964

The research reported herein was supported by the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

ED 003410

Acknowledgements

The planning and execution of a five-day conference involving participants from various parts of the country requires assistance and cooperation from many people. Contributions range from the willingness of college presidents and deans to sacrifice services of key staff members for a week, to the time given by heavily scheduled members of the National Committee in planning the conference format. T. R. McConnell, chairman of the latter group, was particularly helpful during the months of preparation in synthesizing the many creative ideas and in maintaining a sharp focus upon the central goals of the conference.

Requirements for conference proposals established by the Cooperative Research Branch of the U. S. Office of Education appeared formidable at first but ultimately proved their merit in fostering systematic planning. Assistance received from Mrs. Polly Greenberg, staff representative for Cooperative Research Branch, was exceptional. Fiscal arrangements were greatly facilitated by conscientious assistance from Robert Beezer who served as the coordinator for the project.

During the planning stages, staff members of the American Association of Junior Colleges under the leadership of the Executive Director, Edmund Gleazer, Jr., and including William Shannon, Thomas Merson and Jesse Barnett devoted many hours to consideration of the conference agenda, appropriate participants and general logistics. Dr. Merson spent several productive evenings with the Staff Director thinking through the multitude of details required in conference planning.

Facilities of the Kellogg Center for Continuing Education at the University of Chicago were outstanding. Conference arrangements were considerably enhanced by the professional assistance of Eugene Weldon, Assistant Director of the Center, his associates Miss Barbara Meyer, Registration Supervisor, and Mr. Lowell Porter, Office Manager, and other members of his staff.

A conference-in-progress requires the "pitch-in-and-work" contributions of a few talented and concerned individuals. Such persons are willing to forego the personal pleasures of "free time" to provide the essential behind-the-scenes support. J. W. McDaniel of San Bernardino Valley College and James Nelson of Orange Coast College accepted such responsibilities thus enabling the conference to maintain its direction and momentum.

Perhaps the most challenging task of the conference was to sift through the multitude of comments and observations arising in more than thirty hours of scheduled meetings and to identify promising and "researchable" ideas. With discerning assistance from Allan Barton, Director of the Bureau of Applied Social Research at Columbia, Melvene Hardee, Professor of Higher Education at Florida State University, Phillip Tripp, Specialist in Higher Education of the U. S. Office of Education, and William Turnbull, Executive Vice-President of Educational Testing Service, Donald Hoyt of the University of Iowa as chief research consultant for the conference spent not only the week of the conference but also several months following the conference drafting a set of cooperative research projects. The substance of his demanding and professionally courageous assignment is reported in these proceedings.

To preserve the essence of the stimulating concepts and issues (some more "researchable" than others) Marie Prahl of Flint Community Junior College accepted responsibility for synthesizing both the recorders notes and the tape recordings of conference discussion. With a characteristic sense of the significant she has summarized the discussions following each analytical paper and also identified the critical issues reflected in the seminar discussions. In addition she categorized the research abstracts which were submitted by many delegates and which have been listed in Appendix E.

A stimulating tone for the conference was set by the four analysts who presented analytical papers and by the panel respondents who reflected on these papers. These contributions provided the contextual orientation for the conference called for by Dr. McConnell in his opening remarks to conference participants. The analytical papers and the panelist observations are reported in the proceedings; however, the written version of their contributions cannot project the obvious impact which their oral presentations had upon participants.

Prior to the conference, briefing papers were prepared for conference participants to focus attention upon critical issues, problems and research needs. These papers provided an orientation to and readiness for the research emphasis of the conference. In view of the length of the briefing papers, it was decided to include them in abstract form with the exception of the paper prepared by Raymond Young, Professor of Education at the University of Michigan. Dr. Young's paper was viewed as particularly appropriate for inclusion in the proceedings because of its extensive and insightful review of related literature.

By far the most exhausting and pressure packed assignment in the conference arrangements was performed by the Staff Director's secretary, Mrs. Margaret Brown. Her highly developed professional skills and pressure tolerance have consistently enabled a productivity that might normally be expected of several secretaries. Special appreciation is extended to Mrs. Judell Payne who voluntarily relieved Mrs. Brown of many typing responsibilities associated with the preparation of the conference proceedings in order that follow-up efforts of the conference might be expedited.

Special appreciation is extended to the Flint Board of Education and Lawrence Jarvie, General Superientendent of Community Education who have not only provided highly desirable facilities for the two-year study but who also were willing to serve as the disbursing agent for the conference grant received from the U. S. Office of Education.

Also, special recognition is extended to the members of the National Committee who not only contributed so richly to the planning of the conference but also became actively involved in the conference program and the follow-up efforts. Members of the National Committee are listed as follows:

T. R. McConnell, Chairman, Center for the Study of Higher Education, University of California, Berkeley.
Ralph F. Berdie, Director of Student Counseling Bureau, University of Minnesota.
Charles C. Collins, Dean of Instruction, Grossmont College.
Joseph W. Fordyce, President, Central Florida Junior College.
Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges.
Robert J. Havighurst, Professor of Education, University of Chicago.
Leland L. Medsker, Vice-Chairman, Center for the Study of Higher Education, University of California, Berkeley.
Anne Roe, Professor and Director, Center for Research in Careers, Harvard University.
Eugene L. Shepard, Director of Counseling Services, Stephens College.
William W. Turnbull, Executive Vice-President, Educational Testing Service.
Seymour L. Wolfbein, Director, Office of Manpower, Automation and Training, U. S. Department of Labor.

In conclusion, the combined talents and contributions of the conference consultants and the junior college delegates produced a conference which E. G. Williamson predicted would become a "milestone in the junior college movement."

Max R. Raines

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Section I

THE PURPOSES, PREPARATION, AND NATURE OF THE RESEARCH DEVELOPMENT CONFERENCE

Max R. Raines, Staff Director
for the National Committee

Purposes of the Conference

During the week of April 12, 1964, a research development conference on junior college student personnel programs was held at the Center for Continuing Education, University of Chicago. The specific purposes of the conference were as follows:

1. To clarify student personnel problems in the junior college.
2. To produce a statement of research goals and methods of implementation.
3. To stimulate research initiative among junior colleges.

Although some efforts have been made on a regional basis to clarify student personnel problems, the opportunity for problem definition on a national scale by means of a research development conference has not been provided previously. While some surveys have been made, the opportunity for probing in greater depth by means of intensive dialogue among practitioners and consultants was viewed as essential for establishing well-conceived, cooperative research efforts.

The partnership of practitioner and researcher is fostered when opportunity for interaction is provided. At the same time, it was recognized that research projects do not automatically emerge from such discussions. Consequently, a chief research consultant was appointed to work closely with four research specialists and with other consultants. The emphasis was placed on translating the enlivening discussions into concrete research proposals that might be pursued in the years ahead. Specific proposals are outlined in the paper by Dr. Donald Hoyt of the University of Iowa who served as the chief research consultant for the conference.

Whether or not research initiative among junior colleges will be an outcome of the conference remains to be seen. There is little doubt that junior college practitioners were highly stimulated by the conference and that the research emphasis of the conference provided a direction and concreteness which is often lacking in conferences that are less action-oriented. Most of the delegates have indicated a desire to be involved in cooperative research efforts and are awaiting specific proposals for their involvement. In the meantime, many of the delegates reported that they have already launched self-studies of their own student personnel programs as a means of clarifying the strengths and weaknesses. Their recent responses to post-conference requests for information suggest a fertile field for research investigations.

Preparation for the Conference

Carnegie Corporation of New York provided, in August 1963, a two-year grant for a national study of student personnel programs in junior colleges. Direction of the project for appraisal and development was subsequently delegated by the American Association of Junior Colleges to an independent national committee of social scientists and educators under the chairmanship of T. R. McConnell of the University of California.

In its first meeting the National Committee discussed briefly the potential values of a research development conference. Subsequently, the Staff Director for the National Committee conducted a survey of more than 80 junior college leaders throughout the country to obtain recommendations concerning outstanding junior colleges that might be included in such a conference. Tabulation of the recommendations produced a list of more than 30 junior colleges considered to be outstanding in various regions of the country. To this nucleus of recommended institutions, additional junior colleges were added in order that a diversity of factors such as size, type, stage of development and community setting might be represented in the group of 50 invited junior colleges.

Subsidy for the conference was obtained through the Cooperative Research Bureau of the U. S. Office of Education by submitting an official conference proposal.[1] After careful review by staff members of the U. S. Office of Education and by a special research advisory committee the request for approximately $32,000 to support the conference was approved. The grant provided not only for conference expenses but also for the travel and per diem expenses of the participants.

Enthusiasm of both the delegates and consultants was immediately apparent in their willingness to become actively involved in the five day conference at The University of Chicago's Center for Continuing Education during the week of April 12, 1964.[2]

Pre-Conference Involvement of Participants

Realizing that the research development conference would be a new experience for the majority of participants considerable effort was devoted to increasing the readiness for the conference. Eight junior college and student personnel specialists were commissioned to prepare briefing papers[3] on topics considered as significant for appraisal and development of junior college student personnel programs.

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[1] A copy of the proposal is included in Appendix A.

[2] The names of delegates and consultants are listed on the conference program in Appendix B.

Following duplication of the briefing papers, they were mailed to delegates and consultants one month prior to the conference. The delegates were requested to review the papers with their staff colleagues and to prepare written critiques prior to the conference.

After careful review of the briefing papers, the Staff Director for the National Committee identified 64 stated or implied research needs.[4] The list was mailed to delegates along with the briefing papers and each delegate was requested (1) to rank the five most critical needs listed in each of four topical areas and (2) to identify the five most critical needs in the total list.

As chairman of the delegate steering committee J. W. McDaniel, Vice-President of San Bernardino Valley College, California, prepared a summary of the rankings for the conference participants. The most pressing needs identified in McDaniel's summary were as follows:

1. Program Appraisal. A need to develop an instrument by which junior colleges can appraise the major strengths and weaknesses of their own student personnel programs.
2. College Environment. A need for instruments by which the educational and social climate of a junior college can be defined and evaluated in relationship to the stated objectives and philosophy of the college.
3. Role Analysis. A need for comparative study of the role of the counselor in the junior college (1) as prescribed by the institution, (2) as reflected in a job analysis of actual counselor functions, (3) as perceived by the counselor, (4) as perceived by faculty, and (5) as perceived by students.
4. Faculty Cooperation. A need to identify the significant factors which condition faculty attitudes toward various facets of the student personnel program in junior colleges.

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[3] The length of the briefing papers made it impractical to include the full text in the proceedings. Each writer was requested to prepare an abstract of his paper and these abstracts are included in Appendix C. Copies of the full text may be obtained by writing to the authors directly.

[4] The list of the identified research needs submitted to delegates is included in Appendix D.

5. Non-Intellective Appraisal. A need for an instrument for diagnosing non-intellective characteristics of junior college students which are related to successful adjustment of students to various types of courses and curricula.

6. Career Values. A need for an empirical study of the factors which influence some junior college students to reject curricular opportunities in keeping with their level of ability in favor of curricular choices that are well beyond their capacities.

7. Articulation Survey. A need for an instrument to appraise the knowledge and attitudes of counselors and teachers in high schools about the purposes, opportunities, requirements, and standards of the local junior college.

8. Group Guidance Experimentation. A need to experiment with group guidance techniques that might increase student acceptance of the intrinsic values of learning.

9. Basic Data Needs. A need to clarify the basic data pertaining to student characteristics that are essential in any empirical effort to define the needs of junior college students.

In order that some knowledge of the nature and level of research activities within the participating junior colleges might be obtained, delegates were requested to prepare abstracts of recent studies or investigations. More than 100 abstracts were submitted from 23 of the participating junior colleges. Marie Prahl, Director of Guidance at Flint Community Junior College, reviewed these abstracts and classified them into six major categories.[5]

Conference Activities

The conference was opened on Sunday evening, April 12, 1964, with a general orientation program. Edmund Gleazer, Jr. reviewed the events leading up to the establishment of the two-year study. He cited the continuing concern and contributions of the Student Personnel Commission of the American Association of Junior Colleges in stressing the need for an intensive and systematic study of junior college student personnel programs. Dr. Gleazer also pointed to the emphasis of Carnegie officials upon a thorough appraisal of the current status of these programs by an independent national committee representing various academic disciplines.

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[5] The categorized list of abstracts as well as the instructions sent to obtain them are included in Appendix E. For more detailed information regarding any particular study, the reader should address correspondence to the particular institution conducting the study.

As chairman of the National Committee, Dr. T. R. McConnell who directs the Center for Higher Education at the University of California in Berkley, reviewed the objectives of the National Committee and the relationship of the conference to the work of the National Committee. Among other things he cited the following:

1. The need to develop a clear conceptionalization of junior college student personnel work.
2. The importance of developing a contextual orientation which stresses the adaptive role of community oriented junior colleges and the adaptive role of student personnel programs within these institutions.

He further indicated that the National Committee hoped that the research development conference would stimulate systematic self-appraisals within junior colleges, that it would clarify needs for appraisal and development of suitable pre-professional training, and that it would stimulate research efforts not only within individual junior colleges but also coordinate research efforts among junior colleges in cooperation with university centers.

The orientation period was concluded by the Staff Director for the National Committee who distributed a set of proposed guideline statements that might be used in appraisal and development of junior college student personnel programs. Delegates were assigned to teams on a regional basis and requested (during "free hours" of the conference) to review critically the proposed guideline statements with a view toward suggesting appropriate changes or revisions. The ensuing discussions of the regional teams during the first three days of the conference led to a major revision of the guideline statements[6] following the conference.

Four Analytical Papers prepared by Robert Havighurst, Howard Rozen, E. G. Williamson and Leland Medsker were presented on Monday and Tuesday. Each presentation was followed by a discussion period involving delegates and consultants. A symposium, chaired by Dr. McConnell on Tuesday evening, consisted of responses to the four analytical papers by Edmund Gleazer, Jr., Ralph Berdie, Anne Roe, William Turnbull and Gilbert Wrenn. The analytical papers, the discussions and the comments of consultants during the symposium are reported on pages

Seminars emphasizing the discussion of research needs in junior college student personnel work took place on Wednesday and Thursday. Delegates and consultants were divided into two seminar groups. The two groups exchanged seminars during the afternoon sessions on Wednesday and Thursday thus permiting each delegate to participate in a full half day of discussion of the four seminar topics which were as follows:

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[6] The revised set of Developmental Guidelines and the judgments of delegates regarding the essentiality of various statements is presented in Appendix F. Discussion of the responses of delegates to the guidelines is included on page 140 of this report.

1. The Nature of the Junior College Climate as it Relates to Achievement of Student Personnel Objectives.

2. The Significant Characteristics of Junior College Students.

3. Essential Elements of an Effective Guidance Program.

4. The Staffing Requirements for an Effective Student Personnel Organization.

Marie Prahl reviewed the notes of the recorders and the tape recordings of the seminar discussions. Her summary of the discussions is included in pages 130 through 138 of the proceedings.

During the evenings following the Wednesday and Thursday seminars Donald Hoyt, serving as the chief research consultant for the conference, met with Allan Barton, Melvene Hardee, Phillip Tripp and William Turnbull who also served as research consultants. These consultants assisted Dr. Hoyt in identifying predominant research needs and possible projects. Their suggestions along with Dr. Hoyt's observations were developed and refined in specific research proposals by Dr. Hoyt during the five months following the conference. The proposals are reported on pages 98 through 129 of the proceedings.

Friday morning, James Nelson of Orange Coast College summarized the observations and suggestions of the regional teams appointed to review the guideline statements for appraisal and development. Following Dr. Nelson's summarization and just prior to adjournment, J. W. McDaniel acting as chairman of the delegate steering committee, conducted a written evaluation of the conference.

A careful review of the written evaluative comments by delegates suggested that the following outcomes were in evidence:

1. A sharper focus upon critical research needs related to junior college student personnel programs.

2. Greater awareness of the potential contributions of cooperative research efforts.

3. Voluntary commitments to participate in follow-up research efforts growing out of the conference.

4. A realization that a basic consensus on guidelines for appraising and developing programs could be achieved.

5. Frequent expressions of real interest in conducting systematic self-appraisals of student personnel programs.

6. Professional and personal stimulation through many informal contacts with leading authorities during the week long conference.

7. An opportunity for consultants to assess the professional potentialities of junior college practitioners.

8. A general expression of confidence among delegates that the conference would result in positive action.

On the less positive side delegates expressed the following types of concerns:

1. Ideas must not be discarded just because "they're not researchable."

2. Tentative guidelines for appraisal and development must not be permitted to drift into rigid standards that stifle initiative and creativity.

3. Practitioners must not be left with the feeling that acceptable research can be handled only by the "intellectually elite."

The writer feels that the quality of the conference is reflected in the proceedings but recognizes that no written account can communicate the potential impact of such a conference.

In order that the reader might understand follow-up efforts of the conference and their relationship to the two-year study, a prospectus for the second year of the national study for appraisal and development has been included in Appendix G.

Section II

A REVIEW OF RELATED LITERATURE AND ITS IMPLICATIONS FOR RESEARCH IN JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

Raymond Young, Professor of Higher Education
University of Michigan

Special Note: Dr. Young's paper was originally prepared as a briefing paper. In view of his comprehensive review of related literature, the paper has been included in the proceedings.

A REVIEW OF RELATED LITERATURE AND ITS IMPLICATIONS FOR RESEARCH IN JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

Raymond Young
University of Michigan

Introduction. Although the idea of institutional research is not new, its acceptance on any widespread basis as an indispensible tool for the improvement of operational effectiveness and efficiency in industrial business, governmental, military, and educational enterprises is a relatively new concept. The virtue and practice in industry and business of investing substantial resources in research and development has occurred since World War II. Its acceptance in collegiate education has lagged behind other types of institutions. Most of the attention to institutional research in collegiate education has occurred during the past half decade, although a few institutions have provided for such activities for at least forty-five years.

Before higher education became the big business it is today, the larger society seemed not to really care how institutions used their relatively small resources. Furthermore, when enrollments and faculty size were generally small, programs limited, costs less and organizational problems simple, the character and nature of problems confronting collegiate institutions were solved by the exercise of intuition and judgment much the way a pilot used to "fly by the seat of his pants."

That with greatly increasing enrollments and rising costs, increased need for more financial human and physical resources, and accelerated societal demands for post-high school levels of education, most would agree that higher education has become big business. This point was succinctly stressed by Brumbaugh[1] at the turn of this decade when he related that more than 200,000 highly qualified personnel and approximately 3½ billion dollars were annually spent to serve about 3½ million students.[1] These figures are skyrocketing upwards, and by the end of this decade it is anticipated that at least six million students will be in college if resources permit. As a consequence of more resources being needed than previously, efficiency minded legislators and Boards of Control are focusing upon the question of whether institutions are getting the maximum from each dollar expended. Coombs has noted that measured by its annual expenditures, its expansion rate, its capital facilities and the increasing clientele serviced, education is one of the nation's largest growth industries.[2] He concluded that at least 2 percent of the educational dollar instead of less than .1 of one percent now devoted for the purpose should be spent for research and development.

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[1] A. J. Brumbaugh, Research Designed to Improve Institutions of Higher Learning, p. 2.

From a review of the recent and expanding literature[3] and attendance at various state, regional, and national conferences, in recent years one can conclude that the importance of institutional research in collegiate institutions is becoming generally apparent and recognized. However, the research approach to institutional improvement still does not have wide acceptance.[4] One fact which must be kept in the fore is that collegiate institutions, regardless of the magnitude of operations, exist primarily to perform public services. Thus, they differ from institutions whose purposes are to be found in the profit motive and therefore must develop their own methods of evaluation in terms of educational goals and purposes. The same principles of business management efficiency which efficiency experts may apply to profit motive types of institutions must not be permitted to predominate in higher education, for educational considerations must always take precedence. This does not by any means relieve collegiate institutions from responsibility to operate efficiently with its resources.

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[2] P. H. Coombs, "The Technical Frontiers of Education." The Twenty-seventh Annual Sir John Adams Lecture at the University of California, Los Angeles, delivered March 15, 1960 (School of Education, University of California, Los Angeles) pp. 6-7, as quoted by T. B. Merson in "The Importance of Institutional Research in the Junior College," Institutional Research in the Junior College, occasional Report No. 3, Junior College Leadership Program, School of Education, University of California, Los Angeles, June, 1962, p. 9.

[3] Brumbaugh, op. cit.; R. E. Godfrey, The Role of the Registrar in Institutional Research, Southern Regional Education Board, 1959; R. W. Donaldson. Fortifying Higher Education: A Story of Self Studies, New York: Fund for the Advancement of Education, 1959; W. H. Stickler, Institutional Research Concerning Land Grant Institutions and State Universities (Tallahassee: Office of Institutional Research and Service, Florida State University, 1959.); H. T. Sprague, Institutional Research in the West. Boulder, Colorado: Western Interstate Commission for Higher Education, 1959; R. G. Axt, and H. T. Sprague. College Self Study: Lectures on Institutional Research. Boulder, Colorado: Western Interstate Commission for Higher Education, 1960. Research in School and College Personnel Services (Summaries of Unpublished Studies September, 1956- September, 1958), U. S. Department of Health Education and Welfare, Office of Education, Bulletin No. 10, 1960.

Definition of Institutional Research. As referred to in this treatise, institutional research consists of those systematic and organized fact finding activities within a collegiate institution focused upon current problems and issues with the goal of institutional improvement as the outcome. Brumbaugh[5] has described it as "research designed to improve institutions of higher learning." He states that the key to effective administration is the ability of the president and his staff to ask the right questions and find the right answers which inevitably must take into account all the relevant and factual data that only institutional research can provide. He cites areas in policy formulation, planning, administration and evaluation in which the use of research findings are indispensable.

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[4] Raymond Young, "Improvement Through Introspection: Are Self Studies Essential?" Junior College Journal; XXXII (Sept., 1961), 28.

[5] Op. cit., pp. 2-3

Stickler has defined institutional research as that which is directed toward providing data useful or necessary in the making of intelligent administrative divisions and/or for the successful maintenance, operation, and/or improvement of a given collegiate institution.[6] While there is probably no intent to minimize the importance of basic research, the practitioner is concerned with action. In practice, institutional research is usually applied, for it is concerned primarily with the on-going operational problems of the institution.

A college faculty must work with conditions as they are and not as they might be ideally. Action or practical research rather than basic or abstract types is of primary concern to the community college. Practical as defined and used here means, "of, pertaining to, or manifested in action; capable of being turned to use; capable of applying knowledge to some useful end." This is opposed to research which deals with that which is considered apart from any application to a particular object; ideal; or with the general as opposed to the particular. While pertinent abstract knowledge is the irreducible residual of experience and can be used to reduce the extent of guessing in practice, institutional research is not primarily concerned with contributing toward or adding to this residual. Practical action research is situational and relevant to a particular set of conditions in a given institution which may themselves be in a state of flux and not subject to rigid controls as the study progresses. Certain types of applied institutional research at the collegiate level, may contain many of the elements of good action research as discussed by Corey.[7]

Institutional Research in Community and Junior Colleges. After discussing the importance of institutional research in junior colleges Merson concluded that, " . . . it is clear that a junior college, through a well conceived program of instituional research, can anticipate increased effectiveness, better morale, improved public esteem, and savings in costs."[8] Various other persons[9] have stressed the importance of institutional research in community and junior colleges in recent years and have identified types of studies which would seem valuable.

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[6] W. H. Stickler, "The Expanding Role of Institutional Research in American Junior Colleges," Junior College Journal, XXXI (May, 1961), p. 542.

[7] S. M. Corey. Action Research to Improve School Practices. New York: Teachers College, Columbia University, 1953.

A study of Midwest junior and community colleges has revealed a paucity of institutional research studies.[10]

Johnson[11] reported that in the eighteen issues of the "Report on Current Institutional Research" issued by the Office of Statistical Information and Research of the American Council on Education between May, 1958 and January, 1961, only one of the thirty-four colleges from which materials were received was a junior college. However his study of 100 junior colleges in the west along with studies by Sprague[12] and Swanson[13] indicate that some junior colleges do conduct institutional studies.

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[8] Merson, Op. cit., p. 11

[9] Young, Op. cit., pp. 29-34 and Forum presentation, "Institutional Research in the Junior College," American Association of Junior Colleges Annual Convention, Seattle, Washington, February 28, 1963; Stickler, Op. Cit., p. 545.

[10] Sub-Committee on Junior College Problems, Commission on Research and Service, North Central Association of Colleges and Secondary Schools, (Unpublished study), February, 1960.

[11] B. L. Johnson, "Institutional Research in the Junior Colleges of Western States," Institutional Research Studies in the Junior Colleges, Op. cit., p. 20-29.

[12] Sprague, Op. cit., pp.29-68.

[13] H. L. Swanson "Survey of Institutional Research in Los Angeles Junior Colleges," (Unpublished manuscript), Los Angeles: University of California, Los Angeles, 1961.

About 68 percent of all studies identified by these investigators were related in order of frequency to students, curriculum, and enrollment. That only 1.3 percent of the investigators gave attention to teaching was particularly striking in view of the claim and emphasis that the junior college is basically a teaching institution. As to faculty, admission, plant and organization and administration the following percents of studies were found respectively: 10, 7, 6, and 4. The largest number of studies in any category were those relating to students (35 percent). These data show the imbalance of institutional research concerns in junior colleges. A salient and pertinent conclusion reached by Johnson about the quality of studies discovered was that, " Both the quality of research and the effectiveness of reporting varies widely from college to college. In all too many colleges the quality of research is distinctly inferior."[14]

These findings and observations corroborate the conclusion of Medsker that, "Little research is conducted which enables the two-year college to obtain facts about their students." He concluded that, "Few two-year institutions conducted institutional studies on students,"[15] and that they make only limited effort to evaluate the personnel program. Such conclusions were based on such facts as that out of 225 institutions studied, only 38 percent had ever made a study of the number of entering students who later transferred to a four-year college. Only 27 percent had conducted over-all studies of drop-outs to determine why students leave and what they do after leaving.

One can conclude that there is generally a paucity of institutional research in two-year colleges, that most of the research extant is about student, and that the quality in too many colleges is distinctly inferior.

Organization of Institutional Research. Studies by Sprague,[16]

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[14] Johnson, Op. cit., p. 28

[15] L. L. Medsker, The Junior College: Progress and Prospect, p. 164.

[16] Op. cit.

Stickler,[17] and Johnson[18] reveal that, organizationally, different collegiate institutions provide for institutional research in different ways. In most institutions it is decentralized although the current trend nationally is toward centralization of institutional research functions and their coordination. In his study of 100 two-year colleges in California, Washington, Wyoming, Arizona, Montana, New Mexico, Idaho, Utah, Oregon, Colorado, Hawaii, Alaska, and North Dakota, Johnson found 2 and 27 percents respectively provided full or part time coordination.[19] Institutional research efforts in 43 percent were decentralized.

Stickler[20] observed that those institutions which have identifiable and on-going institutional research agencies were turning out more and better institutional research information of both the routine and particular and that which is repetitive or discrete in nature. After reviewing the organization for provision of institutional research in several institutions, Mayhew stated that the office of institutional research . . . "should be responsible to either the president or the academic dean and should be given a budget large enough to support whatever program is decided upon."[21] Stickler[22] corroborates this view and indicates a budget of $8,000 to $25,000 will pay for itself many times through improved institutional operations in a junior college. Brumbaugh[23] stated also that responsibility for the over-all coordination and direction of institutional research should be centralized, for lack of centralization is likely to result in wasteful duplication or costly oversight of needed studies. He also indicated that to be effective, institutional research must be adequately supported. Findings of studies by

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[17] *Institutional Research Concerning Land Grant Institutions and State Universities*, *Op. cit*.

[18] *Op. cit*., p. 21.

[19] *Ibid*.

[20] "Expanding Role of Institutional Research in Junior Colleges, *Op*. *cit*., p. 547.

[21] L. B. Mayhew, "Organization and Administration of Institutional Research," *Institutional Research in the Junior College*, *Op*. *cit*., p. 17.

[22] Stickler, "The Expanding Role of Institutional Research in Junior Colleges," *Loc*. *cit*.

[23] *Op*. *cit*., p. 27; 34-5.

Sprague and Stickler indicates that in some institutions an administrative faculty committee serves as the coordinating and planning agent. Many institutions with centralized institutional research functions also have institution-wide faculty advisory committees.

Institutional size is associated with type of organization. While small colleges generally lack any formal organization or large ones more often have some type of decentralized organization while medium size ones centralize the function. Half the western community and junior colleges studied by Johnson reported having a central file of study reports. While decentralization of research has the advantage that studies are by people who will implement them, a disadvantage is that busy people may find little time for it. Unless strongly motivated the research may not get done.[24]

The advisability of providing for wide participation by faculty members, and administrative offices in planning, conducting, and interpreting institutional research studies has been stressed by Brumbaugh, Stickler, and Johnson. Such participation helps educate the faculty members to the issues with which the institution is faced and prepares him to consider sympathetically the implications of research findings. Such a procedure is in accord with the suggestions of Corey[25] and the assertion of Lewin[26] that the extent to which ". . . social research is translated into social action depends on the degree to which those who carry out this action are made a part of the fact-finding on which the action is based." If research is centralized those charged with institutional research must guard against their functions becoming separated from the main stream of academic activitiy on the campus. A director who throws technical language at the faculty will surely kill an institutional research program. Voluntary but not coercive participation of the faculty will tend not only to more nearly insure that results will be implemented, but conversely it tends to guarantee that the research studies conducted are related to the practical problems and concerns of the institution.

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[24] J. K. Folger, "How Can Institutional Research Facilitate Continuous Planning and Progressing Change Required For our Colleges." Current Issues of Higher Education, 1961, p. 151.

[25] Op. cit.

[26] K. Lewin Resolving Social Conflicts, p. 68

Klitzke[27] has suggested that since the student personnel service worker is often asked to do research individually or as leader of an action type research group, the personnel department should have this responsibility as a definite part of its role. Mayhew[28] indicated that agencies within the college ". . . would quite naturally look with skepticism on using a counseling . . . position as the basis for a college-wide research operation."

Other Characteristics of Effective Institutional Research. Research should not be undertaken without some worthy purpose.[29] Each institutional research study should show the relationship between what was proposed to be accomplished and what, in fact, was actually achieved. The end of a project should not be obscured by or buried in the means to the end. Crucial issues, both immediate and long-range, facing the institution as a whole should be identified as a basis for assigning priorities. Research projects must be designed and conducted. This requires planning.

While routine collection and analysis of data are useful in institutional management, there should be emphasis on continuity in institutional research as distinguished from the periodic and occasional self study. To facilitate the contribution research can make to planning and change, there is need for clearer recognition of the need for continuing research or institutional problems and processes.[30] The most obvious recognition is that of a budgetary nature.

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[27] L. L. Klitzke, "Needed Research in Junior College Student Personnel Services," Junior College Journal, XXX (April, 1960), p. 452.

[28] Op. cit., p. 17.

[29] E. L. Jones and M. R. Smith. A Student Personnel Program for Higher Education, p. 279.

[30] Folger, Op. cit.

A structural outline should be developed by each institution, considering the institution as a whole, in making long-range plans for research. Specific projects may then be fitted into the total picture. Decisions can then be made on which fronts research advances will be made first and where responsibility for certain types of study projects may be lodged. Such an approach will be more economical and productive than will a scattered, piecemeal and uncoordinated study approach. Areas of institutional research have been categorized as (1) goals, (2) students, (3) faculty, (4) curriculums, (5) facilities, (6) administration, (7) finance, and (8) public relations.[31] Other categories which might be included for community and junior colleges are (1) institutional climate or atmosphere, (2) institutional image, and (3) community relationships. These areas are illustrative and may suggest ways the research pie can be cut for planning purposes.

__Guiding__ __Principals__ __for__ __Institutional__ __Research__. In summarizing guiding principles to be kept in mind in developing a two-year college program of institutional research Stickler listed the following:

1. Institutional Research must be planned.

2. Responsibility for the direction, coordination and review of institutional research must be centralized.

3. The executive officer of the institutional research agency should report to a major institutional officer, preferably the president.

4. An institution-wide advisory committee should assist the institutional research agency in carrying out its responsibilities.

5. Provision should be made for wide participation by faculty members and administrative officers in planning and conducting institutional research projects.

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[31] Brumbaugh, __Op__. __cit__., pp. 8-23

[32] Young, __Op__. __cit__. pp. 29-32

[33] "The Expanding Role of Institutional Research in Junior Colleges" __Op__ __cit.__, pp. 547-8

6. Institutional research must be adequately financed.

To these, the author of this paper would add the following as essential guidelines:

1. Institutional Research should not be undertaken without some worthy purpose.
2. Perspective concerning and consideration of the institution as a whole should guide the allocation of responsibility for specific projects and determine direction of effort.

Research in Student Personnel Services. Little research on student personnel services as of 1960 amounted to more than surveying the most common or "best" practices.[34] There seems to be need for finding ways of improving operational effectiveness. Differences in psychosocial "climates" suggest a variety of factors may be at work on any given campus. There is little evidence as to the validity of certain stereotypes of organization and functions which have been adopted in student personnel practices. Research is needed with controlled experimental groups within an institution or studies of similar institutions with some variation of programs in order to validate assumptions under which present programs are operating. The determination of best practise includes not only influencing student attitudes but also faculty, acceptance of the program. The tendency to lean heavily on surveys of typical practice may have the effect of stifling organizational and operational experimentation it was pointed out. The unevaluated acceptance of a majority practise may superimpose a structure or function not in harmony with the nature and needs of faculty and students in a given institution. Substantial evidence has indicated that student attitudes toward traditional campus life patterns have changed, but commitant evidence of changing patterns of related services are not to be found. The presumed values of various types of student activities including student government have not been sufficiently analyzed and tested. An increased awareness of the need for evaluative studies of program operation was cited.

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[34] D. D. Feder and D. J. Sillers, "Noninstructional Services," Review of Educational Research, XXX (Oct. 1960), 365-6.

After reviewing studies on personnel services through 1960, Rothney and Farwell concluded that the pioneering efforts so far achieved in evaluating guidance and personnel services have indicated that the problem of selecting adequate criteria, amassing longitudinal data and devising suitable research designs had not been solved.[35] The reviewers reported that neither the quality or quantity of research studies conducted warranted a high degree of optimism about the evaluation of personnel services. Various writers placed evaluation studies high on their priority lists of desirable research.[36]

After reviewing the research in personnel services since 1960, Jones and Smith[37] reported a spate of studies on the junior college levels of which some offered fresh insights for research on other levels. They expressed the hope that those doing studies on college personnel services would draw heavily on theory, on methodology, and on findings of social anthropologists, sociologists, and social psychologists. It is thought that such research should offer much at both the practical and conceptual levels. There is continued need to evaluate guidance services and to examine personnel programs as a whole. Little evidence appeared to suggest the need for evaluation as indicated by Rothney and Farwell was being satisfied.

Personnel workers should evaluate the services offered. Many evaluative tools used are at best inadequate and questionable. If college personnel work is to be considered a professional task, then every personnel worker must strive to validate the work he performs.[38] Improvement of means of evaluating as well as of service must be a constant challenge. If the personnel worker cannot give some valid evidence to indicate the positive effects of his services, then those who pay as well as other faculty members are going to question them. Referring to the personnel program and the general education part of the curriculum it is necessary according to Shoben[39] to ". . . ask how guidance in general education purports to achieve its ends and how well it has succeeded at any given moment in any given locale. One question presents a problem in processes, and the other in evaluation. Both are thought worthy of scrutiny and an increased awareness of what such queries mean.

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[35] Rothney and G. Farwell, "The Evaluation of Guidance and Personnel Services," R view of Educational Research, XXX (April 1, 1960), 174.

[36] W. Coleman, "The Role of Evaluation in Improving Guidance and Counseling Services," Personnel and Guidance Journal, XXXV (March, 1957), 441-44; H. Barow, H. B. Pepinsky, and P. L. Dressel "Fontiers of Personnel Research in Education," Personnel Services in Education, 58th Yearbook, Part II, National Society for the Study of Education, Chapter 9, pp. 210-58; R. Strang, "Personnel Research: Theory and Practise," Journal of the National Association of Women Deans and Counselors, XX (June, 1959), 161-71.

[37] E. L. Jones and M. S. Smith, "Higher Educational Programs," Review of Educational Research, XXXIII(April, 1963), 162-70.

The suggestions of recent dates that research on personnel servides should be of a more basic character than studies involving simple counting and classification only reflects the thought expressed during the late 30's by Jones and Smith.[40] They suggested the need to analyze communities with anthropological and sociological care to study primary and secondary groups, the interrelations or separateness of the entire social organization of the college, and the roles of administration, alumni, etc. The suggestion that study should be made of student demography was among suggested types. This would involve a biosocial bookkeeping, a continuous inventory and analysis of human population and its vital processes, collectively considered. The authors had in mind not only need to study enrollment trends but the biometric, psychometric, sociometric, and other characteristics of the student population as a basis for personnel services. They suggested also the need to study student life over a longer time range to determine the motivations and influences affecting attendance and choice.

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[38] D. S. Arbuckle Student Personnel Services in Higher Education, p. 9.

[39] E. J. Shoben, "Research and Evaluation as aspects of Guidance Services," Counseling and Guidance in General Education, p. 337.

[40] Loc. cit.

Most research in the field of personnel services is of a normative type regarding various segmented aspects of the total program. The need seems to be for qualitative studies rather than for more quantative ones. Suggestion is made that reliance on the behavorial sciences is basic to types of research needed in evaluation and in validating basic assumptions and adopted practices. Various persons including Klitzke[41] have listed areas and specific questions for research. He stressed the lack of research in student groups and organizations. After an extensive review of the literature on the evaluation of guidance services Froehlich[42] classified evaluative methods. These may be suggestive to those persons considering evaluative type studies.

Conditions for Research. What is done in student personnel research and evaluation in a given junior or community college depends heavily upon the general attitude toward institutional self research. For several decades various leaders in the two-year college field have made frequent and strong pronouncements about the primary purpose of the institution to be good teaching. The image has been developed that it is a teaching rather than a research oriented institution. This emphasis coupled with the predominance of faculty members who are frequently oriented to secondary rather than to collegiate education may have developed an emotional barrier to research per se including institutional research. The teaching reference point may have obscured the importance and need for self improvement institutional research for some and served as a convenient excuse for others.

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[41] Op. cit.

[42] C. R. Froehlich. Evaluating Guidance Programs: A Review of the Literature, p. 2.

Without general respect within a college at large for the consideration of change upon the basis of facts, the student personnel program will get little financial support for research nor little respect for proposals for change based on research data. A certain general climate of attitudes must pervade within a two-year college,and within the personnel services program staff itself,if research is to be fostered.[43] The climate of attitudes extant will determine the overall effectiveness of the educational program. Likert and Lippett have indicated that the probable demand for investigation to solve problems depends on several factors.[44] They are (1) problem sensitivity, (2) image of potentiality, and (3) general experimental attitude toward innovation.

The first needs to be met and the first procedures to be employed should always be selected upon the basis of systematic data.[45] Wrenn feels that the impalpable reasons why research so seldom begins a program,and infrequently is used to evaluate program and procedures,are that research and evaluation require persistent and accurate cerebration and that results do not often confirm the best judgment of the personnel worker.

Trained personnel staff members occupy an excellent position for making a substantial research contribution. This is due to their competency in techniques of organizing, collecting, recording, reporting, and interpreting information. Their skill in the use of educational measurement devices, command of statistical concepts, and sometimes training in specific kinds of research enable them to render a useful contribution. The less rigidly defined time schedule of the personnel worken and the nature of his staff assignment places him in an unusually favorable position to collect and organize useful information as a basis for research on some types of problems.

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[43] Jones and Smith,, Review of Educational Research, Op. Cit., 166-8.

[44] R. Libert and R. Lippett, "The Utilization of Social Science," Research Methods in the Behavorial Sciences, pp. 581-646

[45] G. Wrenn, "Research and Evaluation" Student Personnel Work in College, pp. 475-6.

Two major types of problems in which personnel workers can be engaged with profit are (1) that which relates to the constant evaluation and improvement of the program of personnel services itself and (2) the relationships, impact, and contributions of the program to all aspects of the institution such as curriculum, instruction, student activities, administration, facilities, etc. The former is concerned with personnel services program quality in terms of institutional goals and objectives. Such studies might, for example, include the use of external criteria such as regional accrediting association standards, other criteria adapted to particular institutions,[46] client satisfaction studies,[47] and data from observing key clue giving things about what actually happens (or fails to happen) around the institution.

The second area includes those designed to feed back into the on-going institutional operation information that would lead to an improved total college program. Such studies would include data describing the nature and needs of youth and adults (to be and being served), quality of the product, and community surveys of various types. The personnel worker can act as the statistical technician for any type of sophisticated statistical workup which is required as part of planning controlled types of experimentation.

It is by no means implied that all, or even most, institutional research should be centered in the personnel office.

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[46] Eric N. Rackham, "The Determination of Criteria for the Evaluation of Student Personnel Services in Institutions of Higher Learning" (Unpublished Dissertation, University of Minnesota), Minneapolis, 1951 and R. S. Hage, "A Revision of the Rackham Student Personnel Service Inventory" (Unpublished Dissertation, State University of Iowa) Ames, 1957.

[47] Daughtrey, John P., An Analysis of Students and Faculty Reaction to Student Personnel Services of the University of Florida. (Ed.D. 1953; University of Florida, Gainesville.)

Guidelines for Research in Student Personnel Services. Discussed above have been characteristics and guide lines for institutional research in community and junior colleges. Also presented was information indicating a general paucity of institutional research and an inferior quality of research activity in many two-year colleges that have attempted institutional research. The status of research on student personnel efforts is characterized as normative, focused on segmented aspects of personnel programs and less than substantive. From the previous considerations several guide lines for establishing institutional research related to personnel efforts emerge. They are:

1. Programs of research studies on personnel services should result only after careful planning.
2. Each study undertaken should have a worthy purpose.
3. From a consideration of the institutional problems as a whole, the personnel services staff should assume responsibility for researching those problems for which its staff is most prepared and possesses the competency.
4. A program of research should provide for long term continuing types of studies as well as discrete periodic types.
5. Coordination and review of research within the personnel services department should be lodged with the Director of Personnel Services subject to institutional coordination by the institutional research coordinating agency.
6. A proposed program of research on personnel services should consider the personnel program as a whole as well as to include studies relating to various elements of which it is constituted.

7. Either an institution-wide advisory committee or an ad hoc representative faculty committee created for the purpose should assist in planning, conducting, interpreting, and reviewing the results of research related to the personnel services effort.

8. Research efforts should utilize the pertinent knowledge available in the behavorial sciences and include efforts to validate basic assumptions, underlying practices and their effectiveness.

9. The total research program of the personnel services effort will be enhanced if the special skills of all the staff are employed.

10. Research efforts on the student personnel services effort should not interfere with the on-going activities of the students or of the offices studied.

11. Research efforts should be adequately supported by adequate financial resources including recognition in load schedules of staff members.

12. Reports of research studies completed and progress reports on others having implications for other aspects of institutional life should be regularly provided the faculty and appropriate action groups in the organization.

13. Research studies should not be undertaken for the sake of doing something. Questions, concerns and problems clearly identified should serve as the basis for planning a program of research activity.

Section III A

ANALYTICAL PAPERS

1. "The Position of the Junior College in American Society," Robert J. Havighurst, Professor of Education, University of Chicago.

2. "An Assessment of the Impact of Changing Technology Upon Manpower Requirements: Implications for Junior College Education," Howard Rosen, Office of Manpower, Automation, and Training, U. S. Department of Labor.

3. "Student Personnel Work in the Junior College: Obligations and Opportunities," E. G. Williamson, Dean of Students, University of Minnesota.

4. "The Junior College Student," Leland L. Medsker, Vice-Chairman, Center for the Study of Higher Education, University of California at Berkeley.

Special Note: Summaries of the discussions following the presentation of each analytical paper were prepared from recorders notes and tape recordings by Marie Prahl, Director of Guidance Services, Flint Community Junior College.

The Position of the Junior College In American Society

Robert J. Havighurst
The University of Chicago

One of the unique features of college education in the United States is the junior college -- an institution that does not give a bachelor's degree but gives as much as two years of college work together with some vocational courses. The junior college came into being during the present century to meet a societal need.

At the beginning of the century there were eight institutions that can now be identified as junior colleges, with an enrollment of 100 students. By 1915 there were 74 junior colleges, with a total enrollment of 2,363, as shown in Table 1. The junior college "movement" was about to start.

All of the early institutions were private, and 75 per cent of them in 1915 were private. It was not until 1947 that the public junior colleges outnumbered the private ones. However, the enrollment in public junior colleges exceeded that of private institutions after 1921. This marked the emergence of the typical junior college of today, more appropriately called the "community college."

There are two types of junior college. The earliest type is either a nineteenth century academy or seminary which offered a few college courses together with vocational courses which trained people for business, and some music and art. Generally operated on a private non-profit foundation or by a church, these institutions sometimes expanded to become four-year colleges, while marginal four-year colleges sometimes cut down their ambitions and became junior colleges. They were often located in rural areas or in small cities, and they remained small, for the most part. In 1958 there were 277 private junior colleges out of a total of 677, more than half of them with less than 200 students, while there were only 15 private junior colleges with more than 1,000 students.

The second, or "community type" junior college got its start after World War I, especially in certain states, such as California, where there were few private four-year colleges and the pressure for college education was growing rapidly. California, Texas, and a few other states led the way by establishing local junior colleges, with a combination of state and local school district support.

These states recognized a need for an institution between the high school and the four-year college. This institution had to be easily accessible, low or moderate in cost, and open to all or nearly all high school graduates. It was appropriately called "the open door college." It must offer post-secondary opportunity to the many, on terms acceptable to them. It must realize the American ideal of educational opportunity, even at the expense of intellectual standards, if necessary.

The numerical success of the junior college is shown in Table 1. About 14 percent of the college students of the country were in junior colleges in 1960. About 35 percent of first-year students were attending junior colleges.

Public junior colleges are strongest in medium-sized cities which do not have public four-year colleges. However, they are large and vigorous in most of the big cities, even though such cities maintain four-year colleges. For example, the Chicago City Junior College in 1960 registered more first and second-year students than did the Chicago branch of the University of Illinois, Northwestern University, the University of Chicago, DePaul, Loyola, and Roosevelt University combined. The reasons for this are summarized in an article by an administrator in the Chicago Junior College system.[1]

> "Of all its contributions, probably the most significant has been its "open-door" policy, which has given vast numbers of students the opportunity of a lifetime -- the opportunity to embark on a college career that might have been denied them through other college channels. This opportunity has been *provided to a wide range of students:* those who cannot afford to pay tuition at other colleges (even state-supported ones) in the city; those whose poor high school records will not permit them to enter other colleges; those who work full-time and can attend college only at night; those whose home or work obligations allow them to attend college only via television; those who have been dropped from other colleges and need another chance to prove themselves; those who cannot decide whether or not they want to go to college; those who need a transition between home and going away to college."

The junior colleges of the United States represent three traditional forces which have continued strong and probably will continue on into the future. They are:

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[1] Herbert C. Kalk, "Opportunity Knocks Twice at City Junior College." Chicago Schools Journal. pp. 13-16, October, 1961.

1. The drive for educational opportunity, interpreted as free access to post-secondary institutions with relatively easy admission regulations.

2. The persistence of the community idea in American education. The junior college movement is national only in its geographical extension. It is consciously and explicitly a local community institution, responsive to community needs, and especially those of working-class and lower middle-class people.

3. Belief in the efficiency of general, liberal education as distinguished from technical-vocational education. Educational theorists have been frustrated by the stubborn preference of junior college students for the liberal arts courses which keep open for them the way to a four-year college degree. Most junior colleges of any size offer terminal vocational courses of training for the "semi-professions," such as minor positions in banks, laboratory technician jobs in hospitals and doctors' and dentists' offices, office-machine operators, secretarial work, police positions, and engineering draftsmen. The courses have had good practical results, their graduates getting satisfactory positions. Still, the liberal arts course is the most popular, though its practical value is questionable for the average junior college student.

Prospects for the Next Ten Years

During the next ten to twelve years the numbers of college entrants in the U.S.A. will increase between 50 and 100 percent. The minimum figure of a 50 percent increase is based on the assumption that the present percentage of college entrants in each new 18-year-old group will continue unchanged for 10 years. The maximum figure of 100 percent increase is based on the assumption that the percentage of an age group entering college will continue to increase at the same rate it has increased since 1950.

The actual increase will probably lie between the two extremes, but in any case there will be an extraordinarily rapid expansion, especially in the two or three years commencing in 1964.

The junior colleges will expand more rapidly than the four-year colleges to meet this situation for two reasons:

1. The four-year colleges will not be able to expand

rapidly enough to meet the increasing demand, especially since they are severely limited by their capacity to house students who are not living at home. Many students, unable to get housing in colleges away from home, will turn to the local junior college.

2. The four-year colleges will probably become more selective in their admissions policies, thus shunting off many applicants of marginal ability on school record to less selective junior colleges.

It seems clear that the junior college is the institution to which will fall many of the thankless tasks of the expansion of higher education that lies immediately ahead. And to speak in terms of a decade is to give a false sense of security. The critical years will be 1964, 1965 and 1966. These are the years in which the numbers of new 18-year-olds will jump from 2,700,000 in 1963 to 3,700,000 in 1965. The four year colleges, large and small, will adjust relatively slowly to the expansion even though it has been foreseen.

Social Functions of the Junior College

There are four main functions which the junior college will be called upon to perform for our society during the next decade. Each of these functions requires a guidance program of a certain nature. None of these functions can be performed adequately without a guidance program that is much more developed than it is today in the average junior college.

A. To provide college-level education economically to large numbers of students whose scholastic ability, scholastic motivation, and financial resources are marginal. This is the opportunity function. The American society has committed itself to offering post-high-school educational opportunity to practically everybody who asks for it. But the offering is not intended to be indiscriminate. The very fact that so many students are marginal signifies that they will have greater than average difficulty in holding themselves to their college course, and implies that guidance and counselling are especially needed by them.

The junior college (and some four-year colleges) may form one branch of a dual system of higher education which Frank H. Bowles, now of the Ford Foundation, described in 1959:[2]

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[2] Frank H. Bowles, "Patterns of Dominance and Choice," Current Issues in Higher Education: 1959 (Washington, D.C.: Association for Higher Education, National Education Association, 1959).

"Our higher education is composed of two parallel divisions, each four years in length and very similar in program, in outward appearance, and in announced purpose.

"In one segment of the system, the students ordinarily continue through all four years and over half of them continue on for further formal study. This segment is tied to our dominant universities, and to the colleges which send students to them. It is the segment which prepared for our professions, for management, for teaching, for scholarship and research, and for the higher reaches of government service.

"In the other segment, only about one-fourth of the students stay all the way through the four years, and few of them go beyond. It is this segment which prepares trained men and women with technical skill and the capacity to work as specialists within a society which has an almost unlimited need for specialists. Most junior colleges and community colleges are part of this enterprise and this is generally recognized. But many four-year colleges, including some that are very large and complex, are also in this category.

"Until now the differences between these two parallel segments of our system have been masked by their similarities. However, we may now expect that the two segments will begin to pull apart into separate systems marked by differences in methods, programs, and purposes.

"In this pulling apart, the dominant universities and their feeder colleges, both tuition-supported and tax-supported, will become more difficult of access than they now are. They will require rigorous and firmly patterned preparation, probably somewhat beyond the present mean preparation now required for college entrance. ...."

"The institutions concerned primarily with general education, with provision of opportunity in a variety of fields, and with specialized training, particularly in semi-professional and sub-professional areas, will by contrast be relatively easy of access and will handle their admissions in terms of minimum entrance requirements.

"Schools will work with these colleges on student admissions but will not be required to accept responsibility for the student's success in his studies. Programs will be of varying length, but none of less than one year nor more than four, and some of the four-year programs leading to degrees may be almost completely elective with little or no concentration or specific preparation for any occupation or further study.

"Instruction may take a variety of forms and may include, particularly where the learning of skills and techniques is involved, considerable direct instruction through films, tapes, and television circuits. Some classes may be conducted entirely through use of recorded materials, with teacher's aides taking care of the routines of attendance and assignments.

"Student mortality will tend to be high and this will be expected. Student personnel programs will emphasize guidance and counseling and remedial instruction. Costs to the students will be low, and the principal forms of student aid will be through short-term loans and work opportunities.

"In this pattern of higher education it will be necessary to provide opportunities to move between the two systems. This will always be possible, but transfer may be more difficult than it now is and will probably require some testing with respect to interests, achievements, and motivation. ...."

"It is interesting to speculate on how students may be divided between these groupings. If we assume that standards for entrance to the university grouping will remain where they are, which for the whole country is about at the seventy-fifth percentile of ability within the age group, then that group in 10 to 15 years will be about as large as the total enrollment in higher education today and in 20 years will be larger.

"The terminal education group will in any given year be as large as this university group, starting in 10 years or perhaps less. This balance in enrollments will represent a relative decrease for the size of the university grouping, which with its feeder colleges today accounts for about 60 percent of enrollments, and a corresponding relative increase for the terminal group.

"The prediction of balance in enrollment between two divergent forms of higher education is in effect a prediction of the results of choices that are being made now, by us. These choices are in the resolution of the clash between the totally new concept of mass higher education, and the traditional concept of university dominance over higher education which has been so recently established in our system."

B. *To prepare young people in their own home communities at a relatively low social cost for the third and later years of university work*. This is the *efficiency and economy* function. Many young people of families of moderate means can ill afford the cost of room and board away from home for the final two college years. And the great state universities are deliberately reducing or limiting the size of their first two years' enrollment so as to accommodate more third and fourth year and graduate students.

For this function the local community or junior college needs not only good freshman and sophomore instruction but also good guidance and counselling to help students who have various kinds of ability and motivation for further college work to decide where to go, which kinds of specialization to pursue, and how to get the necessary financial assistance.

C. *To provide a kind of education that stimulates intellectual growth and civic maturing for many young people who will not go on to further college education*. This is the *citizenship* function.

The recent statement of the Educational Policies Commission entitled *Universal Opportunity for Education Beyond the High School* argues effectively for the value to society of two years of college-level education that is aimed at teaching young people to think seriously and actively about the problems of a modern democratic society. To do this with young people of only average scholastic ability, and to do it without leading them to expect to qualify for high-level jobs in the professions and in business is not going to be easy. There will need to be curriculum experiments tied to sophisticated studies *of the reactions of young people* to the intellectual stimulation they are getting. The guidance and counselling staff will need to cooperate with the instructional staff in the planning and evaluation of these experiments.

D. *To provide post-high-school technical education for middle-level technical jobs*. This is the *manpower* function. According to an Office of Education report, in 1959-60 there were 195,000 students enrolled in terminal-occupational courses at the post-high-school level, and 153,000 were in junior colleges. This was about 20 percent of junior college enrollment. The occupations for which these courses provide training are increasing more rapidly in numbers of positions than any other large category. Thus, while the projected increase for 1960-1970 in the category of professional and technical jobs is 42 percent, the sub-professional and technical jobs within this category are expected to increase 75 percent.

There are two kinds of institutions which may offer post-high-school technical education -- the separate technical institute and the comprehensive junior college. The consensus of opinion seems to be that the comprehensive junior college offers the better way of performing this function.

With a clear-cut preference on the part of most junior-college students for the academic rather than the occupational curriculum, and with the equally clear fact of very high mortality among junior college students in the academic curriculum, there seems to be a need for guidance of students to help them choose a program suited to their abilities as well as to labor force needs.

Conclusions

It seems that the social functions of the junior college are much easier to describe than to perform. The junior college must meet a variety of needs that other higher institutions cannot or will not meet. It must do this at relatively low cost. During the critical years that lie immediately ahead the junior colleges will have to meet emergencies due to rapid expansion of the college age population, while the four year colleges adjust themselves to the new situation.

The commitment of the American society to the maintenance and expansion of opportunity for post-secondary education will be realized primarily through the junior college.

Table 1. GROWTH OF JUNIOR COLLEGES

	Number of Colleges		Enrollment						
School Year	Pub.	Priv.	Public	Private	%Pub.	Fresh. (thousands)	Soph. (thousands)	Other*	Total
1900-01	0	8	0	100	0				
1915-16	19	55	592	1,771	25				
1921-22	70	137	8,349	7,682	52				
1925-26	136	189	20,145	15,485	57				
1929-30	178	258	45,021	29,067	61				
1933-34	219	302	74,853	32,954	69				
1938-39	258	317	140,545	56,165	71	97	47	53	197
1939-40						106	57	73	236
1947-48	328	323	379,000	122,000	76	197	119	185	501
1949-50						183	103	277	563
1952-53	327	267	490,000	71,000	87	156	70	334	561
1954-55	336	260	618,000	78,000	89	191	86	420	696
1957-58	391	276	793,000	100,000	89	331	158	403	893
1959-60**	390	273	712,000	104,000	87	347	164	306	816

*This classification varies somewhat, from year to year. It includes "adult" and "special" students, most of whom are part-time.

**The apparent decline in 1959-60 is the result of changes of program in several university extension centers which removes them from the category of 2-year colleges.

Source: Edmund J. Gleazer, Jr., "Analysis of Junior College Growth." Junior College Journal 31: 353-360, 1960-61.

SOCIETAL FORCES AND TRENDS

Summary of Discussion
Following Robert Havighurst's Paper

The comprehensive community college has a more extensive task to perform than that of the private junior college. It has an opportunity function, an efficiency and economy function, a citizenship and a manpower function.

To meet the needs of all young people who are pushing beyond high school for more education, how can we assure provision for more post-high school educational opportunity for low income groups? Could we establish community research and community projects under faculty direction?

To meet the educational needs of adults in our population we need to consider retraining preparation for job changes due to technological changes and programs permitting people to move out of the mass culture.

How can student personnel workers understand and use societal forces in promoting the objectives of junior colleges? We are aware that the social functions of the junior college are easier to describe than perform; but, nevertheless, the enormous responsibility for expansion of post-high school education rests chiefly with the junior colleges.

Today more than ever before the counselor must understand the social structure and its relationship to education. He should understand the two divergent forms of higher education: the university grouping and the terminal education grouping as described by Frank Bowles. The comprehensive community colleges are bound to serve importantly in the second group; for this reason junior college faculty and personnel workers need to study the future role of the junior colleges.

An Assessment of the Impact of Changing Technology Upon Manpower Requirements: Implications for Junior College Education

Howard Rosen
Office of Manpower, Automation and Training

From a national manpower viewpoint, the Department of Labor regards the junior colleges as one of the major institutions contributing to the training and preparation of a key group of workers in our economy -- the technicians. To properly assess future changes in technical manpower requirements resulting from advancing technologies, it is first necessary to consider what happened to the employment of these workers during the 1950-60 decade. Then, we should look at some of the technological changes which affected the employment of technicians in the past decade. Armed with this information, we can then try to determine what the future holds for technician employment.

After examining the anticipated employment for technicians, I should like to bring to your attention some preliminary results of a manpower study recently completed by the Department of Labor. This study provides, for the first time, information about where workers with less than a college degree received their training. I should like to conclude by offering some observations about the implications of the manpower trends noted for junior college education.

Past Growth of Technician Employment

During the 1950-60 decade the total number of persons in the U.S. labor force increased by 14.5 percent. But, when we look down the list of occupations recorded in the 1960 Census of Population, it becomes apparent that there was uneven growth among occupations even among so-called white collar workers. For the professional and technical group as a whole, employment rose by almost 50 percent. In contrast, the employment of chemists only expanded by approximately 12 percent and the number of employed dentists only rose about 10 percent. One group among the professional and technical workers stands out -- the technician group -- because of an increase in employment which was far greater than the average for the professional and technical group as a whole.

During the past decade, employment of medical and dental technicians rose by some 80 percent from about 77,000 to 138,000. Yet, the employment of physicians and surgeons only increased by about 19 percent and, as indicated earlier, the number of dentists grew by about 10 percent. It is apparent from these statistics that the technicians who assisted doctors and dentists in their work had a much higher proportionate increase than the professional workers whom they supported. The numerical increase of 61,000 for medical and dental technicians was almost twice the absolute growth in the number of doctors and more than 7 times the rise in the number of dentists. This slow growth in the number of physicians and dentists and the attempt by doctors and dentists to extend their time avilable for more professional services contributed to this sharp rise for medican and dental technicians. I should like to point out that changes in processes and methods of performing work represent as important technological changes, in some cases, as the hardware in technology which is often more spectacular but may not have as important effect upon employment.

When we turn to the astonishing growth in the employment of electrical and electronic technicians, the impact of technological change upon employment is brought into sharp focus. The increase from 11,700 electrical and electronic technicians employed in 1950 to 91,500 technicians in 1960 was by far the largest percentage (67.9%) increase for any occupation in our labor force during the 1950-60 decade.

At the same time, a sharp rise also occurred in the employment of engineering and physical science technicians. Their employment rose by more than 100% from about 91,000 to approximately 184,000.

Considered altogether, the medican and dental technicians, the electrical and electronic technicians and the engineering and physical technicians accounted for 18 percent of the total growth in professional and technical employment during the 1950 decade. The combined increase of 415,000 in the employment of these three technician groups has alerted those of us who are concerned with this country's manpower problems to the fact that significant occupational changes are occurring because of the impact of technology. These changes also call to our attention the need for some new thinking in the educational and training sphere, to assure that the kind and quality of our manpower resources are keeping up with the demand for workers who have the skills required by our rapidly changing economy.

The Impact of Technological Changes Upon Manpower Requirements

All of us who have lived through the post-war period are aware that the world in which we live is changing at an astonishing rate. Words which just a few short years ago were laboratory terms have now become part of our everyday language. The newspaper advertisements now appearing in the Sunday newspapers call for specialists in the electronics, mechanical and chemical field who did not exist 10-15 years ago. Employers are seeking experts in telemetering, electronic computers, servomechanisms, ultresonics, and instrumentation.

The space program, which burst upon the horizon in the past decade and the proliferation of electronics equipment in both homes and factories contributed to the rapid expansion in technician employment. The shortage of scientists and engineers also contributed to the growing utilization of workers who could assist and support professional personnel.

In the electronics industry alone, one out of every ten workers is a technician. The electronics technicians, draftsmen, engineering aids, laboratory technicians and mathematical assistants are engaged in research and development activities and in inspecting and testing work. Manufacturers also use them to install and maintain complex equipment.

The machinery used in factory automation can be classified into three types: (1) automatic production machines such as milling machines and lathes; (2) automatic process control machines such as are used in oil refineries and chemical plants; and (3) automatic materials handling equipment that transports finished or semifinished products from one place or machine to another. All of these may be operated by electronic computers, using magnetic tapes, punched cards, or automatic sensing devices such as photoelectric cells which simulate human senses of seeing, hearing, or feeling. In all cases, this machinery must be installed and maintained by personnel who are specialists in electronics equipment.

Technicians are employed in significant numbers in all areas of the economy where a considerable amount of research and development work is being conducted and where technological changes appear to have had the greatest impact. We find large numbers of these workers employed in the chemical industry, the machinery manufacturing industry, the electrical equipment industry, and the aircraft, misciles and spacecraft industry. Many technicians are also employed in the Federal government and in engineering and architectural services.

Clinical diagnosis has become one of the most important tools of modern medicine. Technicians are used to make blood counts and skin tests. They examine body fluid and tissue samples to determine the presence of bacteria, fungus or other organism.

The research and development activities in this country provide employment for scientists, engineers and technicians. The results of this R & D are being more quickly taken from the laboratory and applied in industrial and home uses. The manufacture and utilization of the research and development products create more jobs for technicians. It is becoming more apparent that the complexity of the products manufactured are requiring, in many cases, more than the skill and education of craftsmen. A theoretical knowledge and the ability to deal with mathematical concepts which are not possessed by many craftsmen require workers with technician backgrounds.

Future Demand for Technicians

The most recent Department of Labor studies of the demand for technicians indicate that the supply of technicians is expected to fall short of meeting the demand for these workers.[1] The demand for technicians is projected to grow at about the same rate as the demand for scientists and engineers. On this basis, approximately 700,000 new technicians will be needed over the 1960 decade.

The Department of Labor's manpower studies point to an increasing demand for medical and dental technicians in the next decade. The increasing dependence of physicians upon laboratory tests, the growing complexity of new drugs and techniques are among the factors which are expected to result in a greater need for more medical and dental technicians.

The demand for engineering and science technicians will be greatest in research, development, design, and other work preceding the manufacturing process. Underlying the increase in the demand for technicians are the general expansion of American industry and the increasing complexity of modern technology. The demands of the defense and space programs will also result in a growing need for workers in the technician category. In addition, the accelerated pace of technological change will probably add to the demand for technical personnel.

Where Technicians Receive Their Training

When Congress passed the Manpower Development and Training Act in 1962, it directed the Secretary of Labor to conduct research in the area of manpower resources. The Office of Manpower, Automation and Training, which has the responsibility for carrying out the research activities in Title I of the Manpower Act, recently (April 1963) sponsored the first nation-wide survey of where workers with less than a college degree get their training.

In the electrical and electronic and other engineering and physical science technician field, 34 percent of the training had been taken in technical institutes, 24.5 percent in the Armed Forces, 17.5 percent in correspondence schools and only 4.4 percent in junior colleges. In the medical and dental technician fields, more than 40 percent of the training had been taken in the Armed Forces, almost 40 percent in special schools, and 7.0 percent in technical institutes and 7 percent in junior colleges.

More than 40 percent of those who took medical and dental training had never used their training. In contrast, more than 50 percent of the electronics and physical science technicians had used their training on their last job and about 14 percent had used in on a prior job.

More than three-fourths of the technicians claimed to have learned their current jobs through on-the-job training. More than a third of the technicians stated that on-the-job training was the most helpful way in which their jobs were learned.

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[1] Scientists, Engineers, and Technicians in the 1960's: Requirements and Supply, National Science Foundation, NSF 63-34.

There are some important warnings for all of us concerned with formal training in noting that the largest proportion (30%) of all the workers in the nation-wide survey found on-the-job training the most helpful way of learning a job and the second proportion (20%) reported that they just picked it up. It would appear that the milieu in which training is given, the way training is given, the curricula, duration of training should all be re-examined in the light of the implied criticism of formal training.

Implications of Manpower Trends for Junior College Education

If junior colleges are to make a more significant contribution to the training of technicians, than considerable re-thinking and re-orientation of programs is necessary on the part of junior colleges. They must decide upon their role in the educational process for meeting this Nation's manpower requirements in the technician field. In 1963, only 144,000 students, out of the more than 800,000 students in junior colleges, were enrolled in terminal occupational programs.

All of the Department of Labor studies point up the fact that the demand for well-trained technicians will far outstrip the stupply of these workers. The Armed Forces, which for many years was an important institution providing training for these workers will be processing a smaller proportion of young males of military age in future years. Many of the large numbers of 18, 19 and 20 year olds who will be entering our labor force in the next few years will not have sufficient training for our increasingly complex world of work. The junior colleges can offer many of these young persons the opportunity to adequately prepare themselves for the new world of work.

Because the area of work for which many junior colleges would be preparing their students is in the vanguard of technological change, these schools must be especially alert to changing educational requirements by industry. This calls for an especially close working relationship between educators and employers.

Because so many workers appear not to have made use of their technician training, the guidance and personnel programs of junior colleges must take the lead in providing students with a realistic appraisal of their abilities and employment opportunities. Those concerned with curriculum planning in junior colleges should take to heart the reaction of workers who claim that "on-the-job" training or "pick-up" training was the one best way to learn a job.

The facts are in on the past and present manpower trends.

To the best of the professional knowledge of those of us in the Department of Labor who develop occupational projections, the future need for technicians will expand. The challenge is now before the junior colleges. Will you prepare enough workers who can make key contributions to the growth and development of our economy? Can you develop realistic, modern programs which will enable your graduates to come into the world of work with backgrounds designed for tomorrow's technological changes?

MANPOWER REQUIREMENTS

Summary of Discussion
Following Howard Rosen's Speech

What kinds of information is the Department of Labor prepared to give vocational counselors in the junior colleges? The Department of Labor depends upon area skill surveys within the individual states and regions made about every two or three years. In the junior colleges, student personnel workers who will get out and contact employers in the community for up-to-date information are the best informed. This is a big job, but it is still a local responsibility and not currently a responsibility of the Department of Labor. Under some of the new Federal legislation there may be financial help in the future to hire trained research personnel to obtain and disseminate vocational information in community areas. This could be a great help to vocational counselors in junior colleges.

One difficulty lies in identifying technical occupations and service occupations and another in getting meaningful information about them.

The Department of Labor recommends formal training, but the acceptance and the success of vocational and technical training in the junior colleges give us something to study. Much depends upon the attitudes of the college administration and faculty toward vocational and technical training.

Perhaps the behavior sciences need to develop studies supporting vocational technical programs and to help in changing attitudes of the general public toward these junior college programs. Does the technical institute develop more prestige for this kind of program than the comprehensive junior college?

How do we coordinate the many programs in metropolitan areas that compete for the same training role? Should there not be greater cooperation between the junior colleges and state placement services? With increases in the number of young people and their need for training and placement can we afford not to be cooperative?

Student personnel workers have an obligation to keep up with the changing picture of employment. Presently they can read the literature and interpret data to students concerning vocational choice and occupational opportunities. But this has to be supplemented with first-hand knowledge of jobs and occupations in the area. Student personnel workers also have to understand the changing patterns in women's careers. For students who cannot succeed on vocational-technical programs there is no satisfactory program or answer. If junior colleges continue with an open-door policy, new programs will have to be developed. Or should some other agency take responsibility for training this group in our population which is increasing?

Student Personnel Work in the Junior College: Obligations and Opportunities

E. G. Williamson
University of Minnesota

When the expectation is realized that half of the future college enrollment will be in the junior colleges,[1] then they will become the "peoples" comprehensive colleges of this century much as the Land Grant universities arose a century ago to serve related pruposes and functions. And thus a major reconstruction of student personnel services will be needed in our expanded junior colleges. Much has been written about the nature of these services since they were originated in the later part of the nineteenth century and were greatly modified and strengthened after World War I. I need not repeat the many descriptions found not only in college catalogs but in the education journals. I rather assign to myself a brief reappraisal of two established and traditional types of services; and then I will introduce the case for two new services.

From the early days of the junior college movement, guidance, as it was called then, and now counseling, was perceived as the most basic service to students. The "open door" college provided experiences which served for the exploration of assets and liabilities, interests and aptitudes, from which exploration students could make appraisals of their potentiality, either for a specific occupation or occupational field or for transfer to four year colleges with consequent specialization in subject matter.

Regrettably, to us counseling psychologists, "guidance" was too long solely a function of "academic advisers" concerned with aiding students to enroll in those courses required to achieve their self-chosen educational and occupational goals. In my earlier speech before the Louisville Convention of Junior Colleges, I delineated the psychologists' belief that we have clearly demonstrated that such advising should be preceded, but not supplanted, by psychological diagnosis of capabilities and aspirations.[2]

As our democracy comes to depend more upon education at all levels, but especially junior colleges, to aid the individual in appraising his capacities and discovering his opportunities for work and normal personal development and maturity, counseling will need to be greatly strengthened. In far too many instances, in all types of institutions, counseling is today an *initial* exploration and goal-selection within one to two interviews, following psychological testing. That is, counseling has become associated with the period of admissions or transfer during which one selects a curriculum, course of study or special field; then the individual proceeds to engage in the chosen form of education for vocation, in addition to some general education courses. If his interest proved to be weak after an actual tryout in courses, then the student usually withdraws from school, but in some instances he returns for further counseling and appraisal of alternative possibilities.

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[1] Universal Opportunity for Education Beyond the High School, The Educational Policies Commission, Washington, D.C.: National Education Association, 1964.

[2] E. G. Williamson, "An Outsider's View of Junior College Guidance Programs," Junior College Journal, Vol. XXX, May, 1960, pp. 489-501.

But if the junior or community college is to become universal as *the* post high school experience, then counseling needs to be universally established as a *continuous appraisal* of the student's emerging interests and personal development. I am not referring to therapy, which of course is continuous as needed, but rather to that type of counseling which consist of assisting the student to reappraise new tryouts of his capabilities and to reassess alternative adult roles in work and community. That is, for many students a tryout of a year or two, or even less, in a particular curriculum may indicate that what he thought was "sound" interest and potentiality proved to be disappointing and inadequate. These students then need to reassess themselves in terms of the many available training possibilities and thus to discover alternatives, sometimes outside of the original college itself. For example, every counselor knows of the individual student whose interests lie in occupations having to do with the manipulation of tools and machinery but whose mathematical aptitude is not sufficiently "high" (in measurement units) to succeed in an engineering college. These individual students need to consider some type of mechanical occupation which requires less scholastic aptitude and more manipulative aptitude. If the junior college is to serve such a role of continuous appraisal, then many more adequately trained counselors will be needed in *each* junior college, and at least one of them trained at the doctorate level. We will thus need more counselors to assist more students because we will enroll more borderline students who "almost" possess enough mathematical ability for an initial tryout, but who are borderline in that they do not have quite enough aptitude for four years of engineering. The nature of the distribution of talent among individuals is of such a character as to leave us always with the "borderline" student, whatever cut-off threshold may be determined by research as required for successful training in junior college, or in four year college.

Closely associated with this need for intensified continuous counseling are provisions in time, equipment and retraining for continuous research on the improvement of our means of identifying aptitude, interest and aspiration. I am arguing that research on the instruments of diagnosis is a fundamental professional responsibility of *every* counselor and consequently budgets for the counseling staff must include provisions for time, equipment and training, and continuous retraining, if such research is to become a basic function of every counselor. In far too many instances counselors have been trained only to perform techniques of interviewing and testing rather than to follow in the steps of the modern medical doctor who is trained not only to perform medical services but also to add to the understanding of physiology and pathology through his own research. If counseling is to become more than a vocation it must pattern itself after those professions which require learning and relearning continuously during one's career. The phenomenon of the out-of-date techniques, concepts and tasks should not characterize counseling for many more years, as it has in the past when a small number of research-trained counselors did most of the research and other technique-bound counselors were either consumers of research on techniques or did not even read the expanding professional literature at all.

Let me explicate one dimension of my topic which has to do with the relationship between the student personnel point of view with its central emphasis upon development of individuality into humane adult maturity. That topic, which I can explore only briefly, has to do with certain aspects of the ethics of the open-door policy. I am not talking about ethics as a philosophic topic but rather the ethics of counseling practices. I would deplore if the open-door policy, which grants to every high school graduate the opportunity to enroll, resulted in the subsequent failing of those who should not have been admitted, at least to a particular course of study or vocational curriculum. The free and open self-selection which has characterized so much of *adult* education programs, seems to me to be of questionable ethics in terms of the ill-effects upon human aspiration and the self image. I believe, rather, in the use of counseling and testing to enlighten the individual with regard to probabilities of success and satisfaction in various curricula, *prior to enrollment*. As I suggest this open door policy should be organized and related to continuous appraisal as the individual progresses, together with aid in helping him to choose alternatives for further tryout. I have no doubt but what in many, many cases there comes a cut-off point beyond which further tryout of alternative curricula would produce diminishing returns, both for the junior college and for the individual. Perhaps in some such cases administrative action is indicated, but for the most part it seems to me that the junior college should be an open selection process in and of itself under the aegis of a sympathetic, insightful and professionally committed counselor.

As every counselor knows, some individuals base their original selection of a curriculum, or a vocational objective related to a curriculum, upon questionable data. "I want to try it once," appears to be a great American sporting myth, and no doubt this kind of permissive selection is desirable and even necessary in many cases. But note that I referred to an enlightened selection, which means that the individual should have available for him some external appraisal of his probabilities of success and satisfaction. This is in the nature of counseling. But too ofter the individual fails to identify deficiencies in his capabilities which will later lead him to withdrawal, sometimes without seeking available remediation to overcome some deficiencies such as reading skills. I referred earlier to the long known fact that some individuals select a "right" occupational field but at too high a level of ability requirements. And still others fail to identify latent interests which can be revealed by the counseling and testing process. This is to say that not all personal experiments in trying that which appeals currently are worth continuing indefinitely. Clearly, repeated failing is not profitable public policy and it makes little contribution to the individual or to society to aid the individual blindly, or near blindly, initially to select - only to be failed because his selection was not based upon self enlightenment. So it seems to me that the open door policy should be based upon available counseling in the identification of probabilities of success and satisfaction both before enrollment and continuously thereafter as long as the student is enrolled in the college.

We have too long neglected in counseling circles the special psychological problems of rejected students; that is, rejected by means of the application of standards subsequent to admission. In the open door policy of the junior college, it seems to me, there is a particularly ethical obligation to help the individual of doubtful probabilities of success and satisfaction to discover an alternative course of action. This may mean going to work in a field for which he is demonstrably qualified, or going elsewhere for alternative training based upon further reappraisal. No one institution can provide relevant vocational training for the myriad of occupations. Moreover, it is undesirable ethical policy and practice to give such tests as the College Board Examinations, for example, to those who have already demonstrated that low scores are inevitable. In certain cases it may be necessary if the individual or his parents insist, but then the counselor should be available for a sympathetic reappraisal of the individual's alternative possibilities. While the comprehensive community college does provide for a greater range of talent than is true of many institutions of restricted resources, yet it is by no means capable of being universally comprehensive for any and all talents and any and all levels of competence. The junior college, therefore, even though it is comprehensive, must not claim too much in terms of matching learning opportunities with all levels and types of human capabilities.

I wish now to explore another dimension of admissions. Some junior colleges have well developed programs for adults which are upgrading. That is, they are supplemental to incompleted education in one's vocation or in general education. They are upgrading in that they may serve the function served by medical schools to which doctors return every few years to be brought up to date in the ever increasing knowledge resulting from vigorously prosecuted research. Obsolescence of ideans and competencies are just as serious in the full utilization of manpower as are the obsolescence of the products of manufacturing.

But it does not seem to me that the junior college personnel staff has exhausted the possibility of organizing an adult testing and counseling service of a new sort, not provided by social work agencies in most cities and yet different from that of the U. S. Employment Service. This may prove to be a specialized form of counseling because those trained in counseling high school adolescents are usually not informed about the special problems of the adult. But this type of counseling is related to what Myrdal characterizes as the "underclass,"[3] which results from our structural unemployment. Myrdal deals in his usual erudite manner with the seriously neglected side-effects of our current economic situation. Everyone knows about the tremendous expansion and new work opportunities resulting from such innovations as electronics and computers, but this expansion of the work opportunity is limited, Myrdal says, to those who have more education than is possessed by many of the currently unemployed. Repeatedly it has been demonstrated that many of the presently unemployed are incompletely educated or completely uneducated. These are what he referred to as "an army of unused and unusable persons - an 'underclass'."[4] Many of these unemployed individuals have been out of work for so long that they cease to search for employment. Moreover, many unemployed of this character, must be retrained or originally trained if they are to be employable for these new jobs presenting higher requirements in terms of skills and competencies. Myrdal's solution of this societal problem, incidently, is more education, retraining, slum clearance, housing, urban transport, area redevelopment and expanded public services. We counselors and junior college teachers need to explore the contributions that we could make to the utilization of this unused and presently unusable manpower. In much the same vain as the exposition of Myrdal, Galbraith[5] discusses the economic situation in relationship to the growth of the gross income, that is, grow in wealth, as a possible solution of the problem of poverty among the unemployed. He says, (p. 16) "Growth (economic) is only for those who can take advantage of it." And education, or re-education as retraining is necessary before many of the presently uneducated and unemployed can take advantage of our growing economy. What can we as junior college counselors and student personnel workers do to contribute to the economic and morale rehabilitation of these neglected unemployables? I believe that the junior and community colleges can make substantial contributions to the partial solution of this local unemployment because they are sensitive to contemporary societal conditions as they currently reassess their societal mission, in preparation for the great expansion in enrollment of undergraduates. That is, they can pioneer in new forms of adult education subsequent to adult testing and counseling.

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[3] Gunnar Myrdal, Challenge to Affluence, New York: Pantheon Books, Inc., 1963.

[4] Ben B. Seligman, Review of Challenge to Affluence, by Gunnar Myrdal, Commentary, Vol. 37, No. 2, February, 1964, p. 92.

[5] John Kenneth Galbraith, "Let Us Begin: An Invitation to Action on Poverty," Harper's, March, 1964, pp. 16, 18, 23, 24, 26, Vol. 228.

My second type of traditional student services to students needs little elaboration. The nature of the adolescent, and his developmental problems, in junior colleges as well as other institutions, is of such character that he needs all the personnel services in the junior college that have been developed in some large universities. And a reading of the catalogs of a large number of junior colleges, convinces me that they are providing, in some form and with some quality, the full range of student personnel services. Indeed, they seem to be modeling themselves after the large universities, at least as far as catalog descriptions are concerned. Loans and scholarships, recreational activities, student government and in some cases housing and employment placement are provided as a normal part of the institution's obligations as means of development of maturity and intellectual competence, as well as vocational proficiency. It is a truism that the junior college now has accepted the full range of personnel services found a few decades ago only in a handful of the larger universities. And this is as it should be, because the initial first two years of the collegiate experience are trying-ones for many students, "trying" not only in the emotional sense, but in the sense of searching for a "best" fitting in classroom curriculum and also for the testing of aspiration for post-college occupations. Indeed, it is my personal observation that the greatest prevalence of needs for personnel services are to be found dominantly in the first two years of the collegiate experience. This is not to say that juniors and seniors, and even graduate students, do not need some services. It is rather true that the initiating years of the collegiate experience bring forth stresses and strains, and often confusion and failure, to a greater extent than is experienced by those who survive those first two years and become upper classmen and thus specialists in some curriculum.

Perhaps many may resist my further adding to already over-extended duties by suggesting two new student personnel services which I believe are congruent with the mission of junior and community colleges. I turn to a brief examination of my third and fourth points, some newly emerging student personnel services. I could describe our staff's current efforts to initiate and build into the traditionally organized extracurriculum, student-managed program of human relations. These are programs designed to reduce inter-group conflicts arising in the nexus of the diversity of ethnic, racial and religious background of our

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students. I have recently employed a psychologist trained in facilitating neighborly and respectful relationships among students and student organizations and thus to avoid the often disruptive and unproductive conflicts which produced the phenomena of sit-ins, picketing and demonstrations, organized programs which are oftentimes necessary but nevertheless now fully identical and congruent with the traditional academic (thoughtful) concern of universities.

In our university we have also organized intergroup programs which involve the interactions of American students with our many foreign students. We thus hope that each organization will carry on its own activities in promoting international understanding among its native student members. These two types of services involve our 365 student organizations and we hope to integrate their programs with the continuing traditions of student life so that they become as traditional as are any of the many other annual programs, such as the annual recognition banquet which ceremonially closes the academic year.

But rather than examining these two services, interracial and international programming, I prefer to describe a third and fourth student personnel service my university has been experimenting with for some years. At present we are convinced that these two new services represent innovations that will contribute significantly, not only to the success of the University's mission, but also will bring respect and acceptance from the faculty for student personnel workers themselves. These services represent a new category or taxon in the evolvement of personnel work. As you know, a reading of the history of student personnel work reveals that it is in the nature of origination of the traditional services "to correct something gone wrong." That is, if a student cannot read at the college rate then we give him remediation; if he has not yet chosen his vocational goal, we help him find one that is congenial to one such as he is, with respect to aptitudes and interests; if he has persistent states of anxieties and inferiority feelings, then we give him modified and simplified therapy through counseling relationships; if he wants to relax after intensive examination ordeals then we help him organize low cost recreation. All of these are services designed to alleviate distress and to maximize normalcy of living.

Because of the character of the organization of these traditional services, many times we are categorized by the faculty as ancillary to the main mission and program of the university, which, it is asserted, takes place in the classroom, the library and the laboratory. This categorization is, of course, a further expression of the age-old definition of higher education in Western civilization as confined to things intellectual; or as Hutchins stated, the higher learning is a summa dialectica. While some of our services may actually facilitate the student's intellectual development, yet they are thought of as ancillary rather than as part of the core of the institution's central mission. I have never accepted this auxiliary role as being exhaustive of what we do contribute directly to the intellectual mission of the institution. But these two new forms of services do relate directly to that mission. Please note I am not arguing that our traditional personnel services are part of the main purpose of the institution, as is the classroom; they are rather supportive and necessary in many, many instances. But there are other intellectually saturated programs which we can accomplish outside of the classroom because of the informal and helpful relationships we maintain with students. The possibilities of creativity in this part of the student personnel program seems to me to be very promising. I turn now to two such services we have been constructing in my university. No doubt other institutions have developed many others.

The first (my third major point) such new service I refer to as our personnel worker's efforts to help create and maintain a climate of opinion favorable to motivation on the part of students to become intellectual in their daily living; that is, to learn to think rather than to sloganize or to memorize facts that are unapplied in their daily lives outside of the classroom. In this connection, the research of Pace and Stern identifies students' perception of the phenomenon of intellectualism as a way of living on college campuses.[6] While the Pace-Stern College Characteristic Inventory has not yet been used, apparently, in formal experiments designed to change aptitudes and perceptions, yet the instrument lends itself to such efforts to identify experimentally induced changes in prevailing climates or perceptions of climates.

In my own institution we have programmed many such intellectual efforts over the past decade, some of which I describe briefly in my recent book (chapter 13, "The Extra-curriculum as Higher Education"). We annually organize, in cooperation with student leaders, a number of activities which contribute to the accomplishment of the intellectual mission of the University and thereby help to create a climate of opinion, and perception, which "teaches" the student to be intellectual throughout the twenty-four hours of his daily living. A number of years ago I explained my point of view in an article, "Learning

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[6] Nevitt Sanford, The American College. New York: John Wiley & Sons, Inc., 1962.

C. Robert Pace, "Implications of Differences in Campus Atmosphere," Chapter 3, Personality Factors on the College Campus, The Hogg Foundation, University of Texas, 1962, pp. 43-61.

David Riesman and Christopher Jencks, "A Case Study in Vignette: San Francisco State College," Teachers College Record, Vol. 63, No. 4, January, 1962, pp. 233-257.

Versus Fun in College."[7] It has been my general observation that the intellectual way of living, for many students, has become linked with time, place and agent to the extent that some students never understand the faculty's conception that one maintains one's intellectual posture all of the time. I fear that in many instances students think of the intellectual life as a style of living that is assumed only when a professor is present or when the student is confronted by a textbook, or when he is at his study table, or in the library. In his out-of-class activity he is often conditioned to revert to the normal unintellectual, or even to an anti-intellectual way of thinking about his personal and daily problems. As far as I know no one has tested the hypothesis by actually making a content count of conversations in a fraternity house, a dormitory or a rooming house or in the lounge of the student union. But I suspect, from the fragments of conversation that I hear, that the content is not accurately characterized as intellectual.

But it so happens that concerning the extracurriculum we personnel workers have a wonderful opportunity to saturate those activities and students' conversations with things intellectual. The relaxed, enjoyable openness of the extracurriculum lends itself to this kind of manipulation, if we are inventive enough to make these experiences so attractive and exciting and immediately rewarding that students experience direct reinforcement of Harold Taylor's contention that the student should be intellectual twenty-four hours a day. I hope someone someday will test my hypothesis experimentally. But in the meantime we have directly observed that some of our intellectual programs conducted by my staff, with the aid of "bright" students and selective faculty members, are a rewarding experience. I will cite a few examples to illustrate my point.

Annually during the second quarter of each school year, I write personal letters to selected freshmen in all colleges of the University, inviting them to what we call a Special Dean's Retreat at a nearby YMCA camp. Those invited must meet three criteria: in the upper decile of high school class; in the upper decile of our scholastic aptitude tests; and they must have earned a B or higher average during the preceding first school quarter. A committee of sophomores, who have experienced such a camp in their own freshmen days, help us organize the program and they select, carefully, those stimulating professors who have made their classroom intellectual exercises exciting ones. This committee of students and staff also select the topics to be discussed. One year we conversed about various aspects of the phenomenon of conformity, and a sociology professor, an anthropologist and a history professor led discussion about this topic. Another year, the topic was Terman's study of geniuses or high ability individuals and what kind of lives they come to live. (This year the invited students were those who met the first two criteria, but not quite the third. This delicate twist, I hope, was not unnoticed and we will follow through in research to find any traces of this discussion as applied to self.) The first of such retreats used Whitehead's Aims of Education as a text. Another year the theme had to do with the inter-relationships of language and ideas.

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[7] E. G. Williamson, "Learning Versus Fun in College," Journal of Higher Education, Vol. 28, November, 1957, pp. 425-433.

See also my Chapter XI in "The Extracurriculum and General Education," in General Education, 51st Yearbook, Part I, National Society for the Study of Education, 1952, pp. 230-249.

In each of these camps, and we hold three or four of them a year, the conversation is casual and so is the style of dress. While the professor has a substitute podium, he does not have the trappings of the classroom and after he lectures, the discussion is informal, unstructured and is transferred to the luncheon table.

We also have an annual Dean's Retreat with high intellectual content, usually with a guest lecturer, as well as selected faculty members. To this retreat are invited student leaders in various campus activities and also students from dormitories, fraternities and sororities. One year President Nabrit of Howard University traced for us the development of the Negroes' fight for civil liberties, in the courts. Another year, President Harold Taylor spoke on the dynamism of the young Negroes' sit-in and its effect as an appeal to the social idealism of white youth. We have now invited for next year Nevitt Sanford, and we hope he will broaden our conception of the mission of higher learning, beyond things intellectual to include "impulse control."

Next year we will subject these programs to "before and after" testing using the Pace and Stern instruments and Dr. Berdie is preparing such a research design as part of a broader study of student life and the prevailing climate of opinion. In the meantime, we have heard, each year, gratifying testimony from faculty and students. As one history professor said, "For years we have had retreats for recreation of various forms, but this is the first time I have experienced a retreat concerned with things intellectual." Incidently, this professor delivered a most exciting and stimulating two hour lecture on the different kinds of history that have been written over the ages. He took us into his workshop and treated the students as though they were intellectually equal, or at least capable of carrying on this high-level professional conversation. It was a very exciting experience and immensely rewarding, especially for the professor of history who had, for years, refused to devote a weekend to this kind of diversion from his own studious regime.

I turn now to a fourth and new category of personnel services which have great potentiality in the societal utilization of the junior colleges for a new kind of preparation for citizenship. You will recall that Thomas Jefferson long advocated that education should serve as a training agency to prepare citizens for the making of policies governing themselves.[8] The fact that he advocated only a few years of common schooling is not particularly relevant to our discussion except to note that we have come a long way beyond Jefferson's formula. And now that the junior college is being advocated as a universal necessity, we may anticipate that this new personnel service will be a significant one. The junior college will probably be the *one* societal agency, in addition to home and church, which *is* available for the preparation of citizenship decision making by the largest segment of our population. The Educational Policies Commission referred to intellectual freedom as the mission of the junior colleges and clearly this freedom is needed by all citizens if they are to participate effectively in forging wise policies and decisions in our political democracy. As Fischer maintains, the schools (of all levels) should be "the instrument of our aspirations."[9]

This new personnel service involves the exploitation of controversy to learn how to *controvert in the academic style and manner* as contrasted with that form of controversy exercised in the market place employing the techniques of hatred, vituperation and emotionalized attacks on the character of opponents. Hofstadter recalls that "There has always been in our national experience a type of mind which elevates hatred to a kind of creed."[10] These anti-intellectual techniques are especially attractive to those who exploit fears and anxieties in order to gain influence over individuals. In contrast, we personnel workers are given opportunities to train students in thoughtful ways of public controversy rather than in the use of such destructive techniques.

It is true that social studies and social sciences may be engaged and employed in the preparation of college students for thoughtful and decent citizenship roles. But the results are not encouraging. O'Neil, a law professor, addresses himself to the problem of teaching the Bill of Rights in the classroom, an educative attach on the problem I am discussing.[11] His review of the research literature on this problem leads him to conclude that the social studies, as taught in high school, do not yield either an understanding of citizens' rights or an acceptance of the necessity of preserving the rights of those who are non-conformists in beliefs and behavior. Indeed, he wonders if those non-conforming founders of our modern civil rights would today be tolerated.

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[8] "Crusade Against Ignorance, Thomas Jefferson on Education," edited by Gordon C. Lee, *Classics in Education No. 6*, New York: Teachers College, Columbia University, 1961.

[9] John H. Fischer, "Our Schools: Battleground of Conflicting Interests," *Saturday Review*, March 21, 1964, Vol. XLVII, No. 12, p. 66.

[10] Richard Hofstadter, *Anti-Intellectualism in American Life*. New York: Alfred A. Knopf, 1963, p. 37.

[11] Robert M. O'Neil, "An Approach to Teaching the Bill of Rights," *Teachers College Record*, December, 1963, Vol. 65, No. 3, pp. 272-279.

Perhaps we student personnel workers can succeed no more effectively in the extracurriculum in "teaching" thoughtful exercise of controversy about the freedom of beliefs and expression than have teachers in the social studies. But we need to make an effort to explore our opportunities.

Some operating hypotheses are available for the initiation of programming of organized discussion of controversial issues on the campus. For example, in his penetrating analysis of the societal conditions which may have been related with Kennedy's assassination, Commager sought to "explain" the origin of White Citizens Councils, Birch Society, The Minute Women and similar violent vigilante movements in which educated adults substituted extra-legal controls for the legal apparatus and for the legislative agencies of consensus formation. He hypothesizes that "what we have here is deeply ingrained vanity and arrogance... fed by isolation; by school histories which teach that we are indeed a peculiar people; by filiopietistic societies which insist that we are somehow superior to all other nations, morally and politically; by a thousand editorials, a hundred thousand radio and television programs, which play up the villainy of our enemies --- the Russians, the Chinese, the Cubans - and our own morality and nobility."[12] Our vanity that we are God's chosen people leads to the rationalized justification of violence against the dissenter and the castigating of him as subversive and disloyal. It is a short projection to rationalize the employment of violence and destructive tactics which differ little from those used by the Nazi and the Communists in liquidating the Jews and the "reconstructionists." In order to understand this kind of hate-mentality, every personnel worker should read and reread Eric Hoffer's The True Believer.[13] This is a most insightful description of the mentality of the professional hater and it will serve as an iniating point in program development.

Senator Fulbright also addresses himself to the same mentality which produces the phenomenon of American violence of attach upon those who differ from those absolutists who contend that they have "an exclusive pipeline to heaven, to God, or to a deified concept of history --- or whatever is regarded as the ultimate source of truth."[14]

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[12] Henry Steele Commager, "We are not Exempt from History," The Inter-Collegian, January-February, 1964, Vol. 81, No. 4, pp. 4-5.

[13] Eric Hoffer, The True Believer, New York: Harper and Brothers, 1951, Chapter XIV, "Unifying Agents, Hatred," pp. 89-90.

McMurrin concludes: "It is unfortunately true that there are individuals and groups in our society who are willing to employ the most vicious methods of a police state in the pursuit of their ends.... No human rights or established methods of justice are sacred to the fanatic who is dominated by a conviction of his own righteousness."[15] In discussing the abuses of freedom by promoters of school boycotts, Fischer says: "with 'friends' like this neither education nor the civil rights movement need look for enemies."[16]

Now without undervaluing the classroom social studies as means of avoiding cultivating the mentality of the True Believer in our students, I wish to explore the possibility of organizing the extracurriculum for training students in the "civic virtues," such as fair-play to opponents; the wise use of all the data available in relevant documentation and technical studies; the highminded exploration of alternative and competing solutions of issues and controversies; and, in fact, the whole apparatus of the "seminar" with its intellectual analysis of issues and alternative solutions - in depth. This is the method of critical inquiry which employes learning how to be thoughtful about controversy. As Monypenny says, "What we would desire for all our students is that they learn the methods and habits of independent thought which are the methods of scholarship."[17]

The urgent need for an opportunity to organize the extracurriculum for training in the methods of thoughtful controversy in the academic pattern is perhaps best highlighted by reminding ourselves of an example of the "hate" campaign method of controversy. Tom Braden, the current chairman of the California Board of Education, wrote an interesting article in Look Magazine under the title, "I was the Target of a Hate Campaign." He had stated publicly that he was opposed to "indoctrination" in our schools, including the indoctrination of patriotism. He also had stated publcly that teachers accused of misconduct should have the right of a fair hearing; that the teaching of the theory of evolution did not seem to him a denial of God; and he had disputed the assertion that the state selected textbooks containing communist propaganda and other matters. Then he goes on to describe the campaign of organized hatred in which he was accused of disloyalty and almost every other sinful form of behavior. This hate campaign included, of course, the use of vituperation over the telephone, obscene letters and culminated in a public hearing before the Senate Rules Committee of the State Legislature. He characterized his hating audience at that hearing in these words:

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[14] Senator J. W. Fulbright, "President's Death Reveals Deep Flaw," Washington Post, December 8, 1963.

[15] Sterling M. McMurrin, "Academic Freedom in the Schools," Teachers College Record, Vol. 65, No. 8, May, 1964, p. 659.

[16] Fischer, Op. cit., p. 67.

[17] Phillip Monypenny, "Toward a Standard for Student Academic Freedom," in Law and Contemporary Problems, Duke University, Vol. XXVIII, No. 3, Summer, 1963, p. 627.

> "At times during the battle, I asked myself: 'Who are these people who are attacking me?' I'm not sure I can say. I remember standing in the well before the Senate Rules Committee on the day of my hearing, and looking out at the audience in astonishment. It was a youthful audience, tight-lipped and intense. The women were gaily dressed in spring apparel and had little American flags pinned at the shoulder. The men were also well dressed, bespectacled, studious-looking.
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> "These were not the uneducated and under privileged who in the past have joined such movements as the Ku-Klux-Klan. So far as I could tell from my occasional attempts to talk to pickets carrying signs against me, or asking questions of people who wrote me letters, many of them are college graduates. They are middle-class Americans who believe in fighting communism and are certain that their leaders in the state and nation are betraying them in the battle.
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> "I wondered as I looked out at these representatives of a generation that has known neither depression nor war whether they felt some need for danger and excitement and recognition --- and I wonder now. I wonder, too, about their education."[18]

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[18] Tom Braden, "I was the Target of a Hate Campaign," Look Magazine, October 22, 1963, Vol. 27, No. 21, p. 60.

See also: "Is Freedom an Academic Question?" Henry Steele Commager. Saturday Review, Vol. XLVIII, No. 25, June 20, 1964, pp. 54-56.

Another "hate" campaign is reported in Teachers College Record by the editors of Life under the title: "Hell Breaks Loose in Paradise," Vol. 65, No. 8, May, 1964, pp. 651-653.

How does one organize controversy in the extracurriculum so that it facilitates learning the virtues of democratic citizenship, expecially fair-play for one's opponent and the bringing to bear on issues of knowledge rather than the vituperation of the kind Braden received? The opportunity of programming is always current. Every dean of students can readily testify that scarcely a week or month goes by without some controversy erupting into a campaign of hatred against someone. Frequently, it is the dean himself who has triggered such a revoluation and controversy by a decision with regard to a leftish speaker students wish to bring to the campus,[19] or by the unilateral enactment of rules governing standards of behaviro, or even by the expression of an opinion as to the relevancy of a form of expression of points of view in the academic community. The learned critics, Gerald W. Johnson, relevantly outlines his own intellectual development of thoughtfulness through the dominant contribution of his collegiate experiences of "how to be politically a freeman" (p. 63):

> "After more than half a century, I well remember the first blinding flash that left me with spots before my eyes. William Louis Poteat, opening his course, an introduction to general biology, remarked, 'The first thing to remember, gentlemen, is that until you have learned the facts, you have no right to an opinion.'"[20]

We need to ask ourselves in our professional roles: how can we win acceptance of such a point of view, that every student needs to learn the relevant facts before he forms his opinions?

Currently, on many campuses controversy rages over what is an appropriate due process in discipline situations, and frequently the problem of a "free" student press becomes a center of controversy. These are all controversies peculiar to the academic community and they are readily available as "field situations" which could be organized and exploited by student leaders, and deans of students, for the learning of the academic method of controversy in contrast with hate campaigns. It surely needs no justification that we exploit the extracurriculum for the purpose of teaching students how to transpose the method of academic inquiry from the classroom to the extra-classroom. To be sure, it is an explosive teaching-learning situation, emotionalized and unpredictable as to form and outcome of the issues, and we may not be ingenious enough to learn how to use controversy for the purpose of learning to use cerebral functioning rather than viseral tension.

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[19] Thomas H. Hamilton, "The Nature of the University and Freedom of Discussion," Reported in The Honolulu Advertiser, Thursday, October 31, 1963, under the title Free and Open. Also circulated in mimeograph form by Dean Robert Zunwinkle.

[20] Gerald W. Johnson, "The Art of Being Free," *The Atlantic*, January, 1964, Vol. 213, No. 1, p. 62.

Elsewhere I have described, in a preliminary fashion, some of my own experiences over the past two decades in forging such a personnel service for students. Let me say that my exercise in creativity was not a planned one, rather did I inherit controversy and often in a clumsy way I helped to create new controversy.[21]

I will list a few illustrations of program techniques developing out of my own administrative experience.

(1) Weekend retreats of student leaders, including those who are involved in a current controversy, may be organized into a panel, followed by small buzz sessions, to discuss openly the current controversy on a given campus, in the manner of the academic seminar. The agents involved, both student and staff, contribute information, give reasons for unpopular decision, explain historical development of proprietary and behavior rules, and otherwise take part in the learning process by objectifying the discussion and removing the emotional component of the controversy, or at least reducing its intensity.

(2) Students may be given mimeographed copies of basic documents, such as college charters, stipulating the dean of students' authority to take an action. Moreover, policies governing students' behavior and similar documentations may be explained as relevant to an understanding of an unpopular administrative action or decision. Such academic backgrounding helps to reduce the emotional component of the controversy and thus may contribute to elevating the controversy to an intellectual disputation.

(3) The student newspaper editor should be given background materials relevant to the current controversy, such as the reasons for an unpopular decision, the authority for the decision and the logic and strategy followed by the administrator who made the unpopular decision. (Parenthetically it is an interesting phenomenon, with unidentified components, that only

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[21] E. G. Williamson, Student Personnel Services in Colleges and Universities, New York: McGraw-Hill Book Co., Chapters 9, 10 & 11, 1961.

________________, "The Dean of Students as Educator," The Educational Record, Vol. 38, No. 3, July, 1957, pp. 230-240.

________________, "Student Personnel Workers' Responsibility for Students' Expression on Social Issues," Personnel and Guidance Journal, Vol. XL, No. 2, October, 1961, pp. 123-128.

administrators, hardly every faculty, make unpopular decisions!) The openness of such information-giving should again help to facilitate learning the academic method of controversy by avoiding name calling, hatefulness and vituperation of the individual involved - the avoidance of the use of the scapegoat, in contrast with the academic method of analysis of the issue itself.

(4) Professors should be invited to participate in the controversy by taking part in panel discussions, on and off campus, and otherwise bringing to bear their academic background and intellectual concerning the controversy. This is particularly necessary in controverting the issue of freedom of expression of point of view. Professors, learned in the history and development of their own academic freedom, can contribute intellectual depth to the students' discussion of their own desired freedoms.

(5) With regard to such an issue as due process in discipline decisions, law professors should be invited to join the controversy to contribute the lawyer's experience concerning the historical forging of legal due process, modified as it must be for use within the academic community. Professors of history can also contribute knowledge in depth about man's long struggle in Western culture for freedom of thought. Some analogous reasoning may be generated among students as they seek to enact their own form of due process in the institution's actions concerning freedom of expression, privacy of thought and self-management of behavior both on and off campus.

Many other methods of "educating" for mature and responsible citizenship decision-making await the exercise of imaginative creation by student personnel workers. I believe that the continued effort to exploit hate campaigns for the learning of the academic way of controverting, calls, of course, for a good deal of emotional stability and maturity. I also conclude that one factor retards progress: Adolescents (and some A.A.U.P. faculty[22]) are so sensitive to authority figures that sometimes they prefer emotionalized battle rather than the calm, dispassionate, objective academic analysis of issues. Nevertheless, we personnel workers should make our efforts count toward facilitating learning, particularly that learning which takes the form of thoughtful inquiry applied to emotionalized controversy. Perhaps in future years personnel workers will be trained in organizing discussion of the academic type through courses in social psychology or through our own evolving technical courses as part of our standard training. This important personnel service, it seems to me, holds great promise for helping the junior college to contribute significantly to the attainment of Jefferson's concepts of informed, enlightened and responsible citizenship participation in governing in our pattern of a democracy.

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[22] E. W. Strong, "Shared Responsibility," in AAUP Bulletin, Vol. 49, No. 2, June, 1963, pp. 109-113.

PHILOSOPHICAL FOUNDATIONS

Summary of Discussion
Following E. G. Williamson's Paper

Colleges have a responsibility to encourage intellectuality and should make efforts to foster a campus climate conducive to the intellectual life. How can the junior colleges participate in this role? How would intellectualizing controversy in co-curricular activities work in a community where there is a bond issue? What if citizens wanted a list of students who might have belonged to organizations considered subversive? Such decisions are policy decisions for the administration. When there are no policies, we, of course, have to improvise when confronted by the situation. But every institution must be exploring opportunities to push away barriers to freedom. Methods of intellectual inquiry should be taught at all levels.

Co-curricular activities should be saturated with intellectual activity wherever possible. Students need to be involved--and in a serious partnership--if campus activities are to be a learning experience and have impact upon value formation. Students can learn to appreciate differences and diversity if there is a relaxed atmosphere where students can be 'open" perceptually. For this reason recreational and interest groups are very necessary.

Since many vocationally-undecided students use the junior college for exploratory programs, should a poor initial record remain to handicap a student who hits his stride on a later program? Consensus indicated the record should remain but not be held against a student. For a student who is transferring an explanatory statement could accompany the record.

Disciplinary action is a shared responsibility. Student participation gives teaching opportunity in decision-making, but students should not carry the burden alone. Due process should be brought in (allowing time to get the facts before making a decision permits visceral relaxation). If the purpose in the judiciary process is rehabilitation, then anonymity is imperative.

With increasing student populations there is a need to design programs to bring students into group counseling situations who are not necessarily "problem cases" or "the most disturbed" but students who need help in decision-making. Students need to know what "counseling" is so they can use this means to appraising their emerging interests and personal development. Ideally psychological diagnosis precedes academic advising, and the notion that only those in trouble go for counseling is a primitive notion. It is more accurate to say some students need more counseling than others.

The Junior College Student

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The objective of this paper is to consider the characteristics of junior college students and their implications for student personnel services. The treatment of the topic here is preliminary in nature. A final paper will be completed by the end of this calendar year, the postponement being due primarily to the availability of certain data within the next few months which are not available now.

John Darley[1] has said that the distinction of a college depends less on what it does to students than on the students to whom it does it. Within the wide range of diversity among American colleges and universities many institutions attempt to select those students who seem most likely to fit the image and to profit from the goals toward which the colleges strive. It is perhaps fair to say, however, that this matching process is often more apparent than real and that whatever appropriate "fit" between students and colleges exists stems as much from self selection on the part of students as it does from institutional selection.

Even so, one might wonder how Darley's measure of "distinction" can be applied to the non-selective public community college. If "distinction" is used in an elitist sense, perhaps the expression does not apply. On the other hand, if the term implies a measure of success in serving adequately a student body with unbelievably diverse characteristics, then it is applicable. It would seem too bad if this were not the interpretation in a period when more than one-fourth of all entering degree-bound college students begin their education in a junior college and when this percentage is likely to increase drastically within the next few years. Even if the percentage were not to increase, the rapidly growing number of college-age youth and the proportion of them who aspire to college create a sobering thought for community colleges.

Although much is known about junior college students, it is generally conceded that additional information is needed. Fortunately, more data are available with each passing year. In the first place, individual junior colleges through their programs of institutional research increasingly are making studies of their own student bodies as well as following up former students. A few states are endeavoring to determine who attends junior colleges or who would attend if a system of such institutions were to be established. Florida, for example, in 1962 reported comprehensive data on the students in its junior colleges. The state of Hawaii in its recent study on the feasibility of community colleges there has reported some interesting facts about the characteristics of potential students. Then there are large-scale research projects, supported by governments or foundations, which either specifically concentrate on junior college students or include a study of them in conjunction with investigations of college students in general. Among these are studies under way at the State Department of New York, the University of Minnesota, and the Center for the Study of Higher Education at the University of California at Berkeley. From Project Talent, the nationwide study of a half million high school students under the auspicies of the University of Pittsburgh, should come invaluable data as high school graduates are followed into the many types of higher institutions, including junior colleges.

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[1] Darley, J. G., Diversification in American higher education. In NASPA, Proceedings - 38th Anniversary Conference of the National Association of Student Personnel Administrators, Lawrence, Kansas: NASPA, 1956, 45-66.

With all the data concerning junior college students soon to be at hand, the task remains for someone to bring together as many of them as possible into some kind of composite report. Within the limits of time and resources it will be my task to do this over the next several months. But even if that task were already completed, it would be impossible in this presentation to report all the various facts and figures bearing on the topic. Thus for today I should like to deal with certain guidelines and assumptions based on data that are fairly well-known and following that to turn to some implications of these assumptions for student personnel work.

In considering this subject, with or without abundant data, the following guidelines seem relevant.

1. Any assessment of student characteristics should include an examination of as many variables as possible. Students as individuals are complex. While it is important to have data on such matters as the range of abilities, distributions of age and sex, and the socioeconomic level of the homes represented, it may be more significant to know something about attitudes, intellectual dispositions, peer group influences, occupational orientations, and a host of other factors. Recent research on college students in general has inquired into many non-cognitive factors hitherto ignored and the same should be true of research on the junior college student. Any information which sheds light on a student's value system, his motivational pattern, his career orientation, his personality patterns, or the degree of influence of family or friends on him should be

exceedingly helpful.

2. There is no such person as "the junior college student." Individual differences and lack of homogeneity preclude the description of "the student" in even the most selective college, but the diverse nature of the community college student body almost defies a stereotype. Furthermore, there are differences in the nature of student bodies among junior colleges as well as among states and regions. Thus in attempting to look carefully at students in junior colleges it is necessary to recognize diversity and heterogeneity, to use central tendencies sparingly, and to consider the range and distribution of individual characteristics. Furthermore, it is necessary to recognize differences among individual junior colleges--even those of the same type.

3. The junior college student should not be examined in a vacuum. To the extent possible, he should be compared with students entering other types of colleges. This is easily done since neither the categories of other institutions nor the students in them are discrete.

4. Even within junior colleges sub-categories of students may require separate consideration. For example, possible differences between terminal and transfer students may be examined. The difficulty here, of course, is the matter of distinguishing between the two groups. There is also the necessity for looking separately at the students who are enrolled on a part-time basis in classes for adults in comparison with those enrolled in regular credit courses, full or part-time. There may be good reasons, too, for investigating the differences between students who attend junior colleges in regular day programs and those who pursue credit courses during late afternoon and evening hours.

In so far as possible, short of conducting a special study between now and the end of the year, the foregoing guidelines will be followed in summarizing available data. They should be helpful, however, in the discussion at this conference.

As stated earlier, I believe that on the basis of information already at hand we can make certain tentative assumptions about the nature of junior college students. I present the following, organized around several categories, for your consideration. If we can agree that they are reasonably valid, we can then proceed to a consideration of implications.

Family Background

1. Although junior college students represent a cross-section of the general population, in most communities students from homes of professionals and executives are under-represented while those from homes of clerical, skilled, and unskilled workers are greatly in the majority. The more metropolitan the community, the greater the representation from homes on the lower end of the socio-economic scale. This assumption has several corollaries:

   a) A high percentage of junior college students have parents with only a high school education or less.

   b) The parents of junior college students are not likely to consider college as highly important for their children. Accordingly, the level of family encouragement and moral support accorded many junior college students is low. On the other hand, there are exceptions even among students from lower social class homes where the press for upward social mobility results in great stress on college -- even unrealistically in many instances.

   c) A sizeable proportion of students find it necessary to partially support themselves while in junior college. This is true for more of the men than for women.

   d) The cultural and civic interests in the homes from which the majority of junior college students come, while not impoverished, are meager as evidenced by the nature and number of periodicals and books read, the type of music preferred, infrequency of discussion about civic and world affairs, and similar indicies of interests.

Values and Orientations

2. A large percent of junior college students have not developed well-defined attitudes toward the purposes of education and are in college either because of today's cultural pressures or because they cannot find employment. Those with a zeal for college tend toward a vocational orientation (not necessarily the terminal part of a junior college program but toward the purposes of college generally as categorized by Martin Trow[2]), despite the fact that the occupational interests and aspirations of a large percent of the students are not highly developed. Moreover, a high percentage of students do not have a complete and clear-cut picture of the world of work in today's society nor of the educational requirements for various professional, scientific, and technical occupations.

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[2] Trow, Martin A., "The Campus Viewed as a Culture," Research on College Students, Western Interstate Commission for Higher Education, 1960.

In general, junior college students show a greater tendency toward authoritatianism and less tendency for reflective thinking and intellectual commitments than students in four-year colleges. Even those (as a group) who are eligible for admission to selective four-year colleges, but who for various reasons attend junior colleges, hold different value systems and intellectual dispositions from their counterparts in four-year colleges.

Educational Plans

3. Although by no means true of all students, a high percentage of those who enter junior colleges have not given adequate time and attention to long-term educational planning. Many are in junior colleges because they cannot be admitted elsewhere. Many made their decision to attend college late in their high school career or after its completion. There is lack of congruence between actual junior college attendance and the college plans which students stated prior to graduation from high school. A high percentage of entering students show lack of realism when they declare their intention to transfer later. Stated reasons for attending junior college may not be the compelling explanations. The majority of junior college students testify that low cost is the principal reason for their choice of college.

Ability and Prior Performance

4. The full range of ability distribution, as measured by scores on tests of academic aptitude, is found in junior college student bodies. In fact, these colleges tend to draw about equally from the quartiles of ability levels. Although the mean test score for junior college freshmen is somewhat lower than for freshmen in four-year colleges, the overlap of ability within the two types of institutions is great. These same tendencies are true of high school performance records. It can be expected that many in the lower brackets of high school performance enter junior college deficient in various learning skills, including abilities in reading, writing, mathematical proficiency, and study habits.

Peer Group Influences

5. While the influence of the peer group among college students is always great, it is particularly significant in the case of junior college students since the same group carries through from high school to junior college, often influencing entrance into a junior college in the first place and attitudes toward college after entrance.

Persistence and Development in College

6. As in all higher institutions, attrition in the first two years of college is great. It is somewhat higher in junior colleges

than in four-year colleges, particularly between the freshmen and sophomore years. Not more than a third of students entering junior colleges or moe than half of the graduates transfer to four-year colleges. While the record of those who transfer is generally good, it varies greatly among types of four-year institutions to which transfer is made and suggests a high relationship between success after transfer and the appropriate four-year institution. Changes in personality traits and in attitudes and values during junior college years are minimum.

7. The majority of junior college students were neither active nor leaders in extracurricular activities while in high school.

Demographic Data

8. Sex: Men students outnumber women by about 1.5 to 1. The ratio is decreasing.

9. Age: Predominantly recent high school graduates but with older students of all ages. Age level is also decreasing.

10. Marital status: Primarily single but perhaps as many as 25 percent married.

11. Part-time employment: Very high, particularly for men.

Comparisons of Transfer and Terminal Students (Both declared and actual)

12. There are differences between these two groups in:

    a) Ability and performance levels

    b) Personality factors

    c) Values and orientations

    In general, it is suspected that even the declared transfer students represent a somewhat higher level of academic aptitude than is true of declared terminal students and that the transfer group also shows greater interests in academic and intellectual matters. As between those who actually transfer and those who turn out to be latent terminal students, the differences in these factors are even greater.

Regular Students and those in Classes for Adults

13. No generalizations are posited at this time. The matter is, however, one for consideration later.

Day and Extended Day Credit Students

14. Although considerable research is also needed here, it can be assumed that evening students tend to be older and more likely

to be carrying heavier family and occupational responsibilities than day students. Information is needed concerning their socioeconomic status, their ability level, their educational goals, as well as their values and orientations.

We repeat that although the above assumptions are stated tentatively, subject to confirmation later, it is likely that most of them will be substantiated.

If at the moment they can be regarded as approximately valid, the question is raised as to whether the characteristics of junior college students militate against the junior college becoming an exciting, productive institution. The response to this question may depend upon whether one evaluates college in terms of an absolute of quality that presumably correlated highly with quality of student input or whether, in part, it is evaluated by the development that takes place in individual students in view of the set of characteristics each brings with him as he enters college. The public community college has been established to serve society in a variety of ways, thus it would appear that the evaluation of it should be based on its discharge of the role it has been assigned.

In our deliberations on the implications of student characteristics for the student personnel program, it may be helpful to organize our thoughts around five reference points: (1) the climate of the institution, (2) counseling and guidance, (3) extracurricular activities, (4) curriculum development and instruction, and (5) institutional research on students. Obviously, we cannot identify, much less discuss, all the possible interactions between these points and the nature of the student body, but we can make a start.

Institutional Climate

Given the premise that the atmosphere of any college is important, what is there about the nature of the junior college which makes it particularly desirable that its climate recognize and nurture the inherent qualities of students? The answer may not be simple but it has one important component which is that there be a wholesome campus-wide recognition and acceptance of the aims and objectives of the junior college. We may as well remind ourselves that there are many forces at work to undermine this ideal -- forces associated with the increasing emphasis on higher education and the tendency for the junior college staff to imitate the selective four-year college. Of all people who understand the needs of students and who should be able and willing to bring influence to bear on faculty and administrative thinking concerning the purposes and nature of the junior college, student personnel workers should lead. It is often said that the student personnel program should grow out of the basic philosophy and objectives of the institution. It is suggested that those involved in the personnel program should in a sense be faculty leaders in the formulation and continuous review of institutional purposes.

But institutional climate goes beyond mere agreement on institutional purposes and pervades much that reflects attitudes toward and policies regarding students on campus. Counselors can or at least should be able to interpret the various characteristics and needs of students in a way that leads to institutional policies which take these characteristics into consideration. For example, in these days of emphasis on "standards" there is a tendency on the part of some junior college teachers and administrators to expect all students to conform to a norm established by selective four-year institutions. There are those who disdain vocational offerings. There is sometimes an open revolt at "remedial work." Counseling may be viewed as spoon-feeding, extracurricular activities as play, the open door as a revolving one. In all these circumstances the challenge to personnel workers seems clear.

Consider also the whole physical and environmental factors of the campus -- what they can do to make up for some of the cultural deficiencies of the homes from which so many students come. Admittedly, the planning for many of these phases of the plant is not the sole responsibility of personnel workers yet they are perhaps the ones who understand students best and who should play an important role in planning. Naturally, they should have a particular responsibility in planning student centers and related facilities.

Guidance and Counseling

Obviously, there is no end to the implications of student characteristics for the counseling process and everyone in this audience is amply able to see them. We are confronted with a multitude of problems: lack of motivation stemming from environmental factors, unrealistic aspirations, deficiencies in learning skills, lack of intellectual commitment, lack of adequate vocational orientation, authoritarian personalities, and other general handicaps to planning and individual growth. In contrast to all this are the junior college students who have great capacity and commitment and who must be given every opportunity to realize their potential.

Among the many special problems in the counseling of junior college students is that of occupational advisement. Given the assumption that most junior college students see college primarily as a means of furthering vocational interests and the additional assumption that despite this general vocational orientation, students' knowledge about the rapidly changing world of work and the educational requirements for many types of work are exceedingly vague, counselors face an enormous task not only of assisting students in realistic choices but in helping them achieve a sense of confidence and fulfillment as well. In their chapter in the American College, Beardslee and O'Dowd say that until a young man finds the place where he fits in the world of work, he has not discovered the kind of person he is. They also quote Erikson that "In general it is the inability to settle on an occupational identity which disturbs young people."[3] Anne Roe contends that occupations are instrumental in the satisfaction of many physiological and psychological needs.[4] Thus vocational guidance becomes not merely an end unto itself but important also for the effect it has on the stability of the individual. The peculiar characteristics of students accentuate the need for it in the junior college. The task of the counselor in this area looms even greater in view of his difficulty in keeping up-to-date on occupations in a period of unprecedented scientific and technological change.

Another major counseling task is that of appropriate advisement of junior college transfer students. The problem here is not so much that of helping students meet specific admission requirements of four-year institutions as it is of helping to direct transfers to the four-year institution at which they are most likely to succeed. In our study at the Center of transfer students one finding stands out, namely, the great variation among types of four-year institutions in terms of the performance of transfer students. Our conclusion is that junior college counselors need to pay special attention to matching the characteristics and records of transfer students with the institutional characteristics of four-year colleges. Transfer students carry with them many of the diverse characteristics which they brought to the junior college and it makes no sense to believe that they should not be considered in the selection of the four-year college.

These are only two examples of special counseling problems in junior colleges. They could be multiplied manifoldly. They all have implications for counselor training. And in connection with training one must not omit the fact that understanding the sociological and psychological factors which obtain in the lives of young people in junior colleges is exceedingly important. Sanford characterizes today's college freshman as follows:

> This picture of the freshman's psychological situation is essentially a picture of an authoritarian personality structure. Authoritarianism in personality is a particular pattern of relationships among impulse, conscience and ego (Sanford, 1956b). It is a pattern in which strong impulses are directly opposed by an alert, rigid, and punitive conscience. The ego has to devote so much energy to restraining impulses that its

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[3] Beardslee, David C. and O'Dowd, Donald, "Students and the Occupational World," in Nevitt Sanford (ed.), The American College, John Wiley & Sons, Inc., New York, 1962, p. 602.

[4] Roe, Anne, The Psychology of Occupations, John Wiley & Sons, Inc., New York, 1956.

> other functions are not well performed; it has been able to integrate little of the primitive conscience with itself, so that the latter continues to function more or less as a foreign body. This state of affairs at the core of the personality is reflected at the surface in characteristic ways: in stereotyped thinking, intolerance of ambiguity, punitive morality, submissiveness toward the powerful and dominance toward the weak, conventionality, anti-intellectualism, hostility toward people perceived to be different from oneself.[5]

If it can be assumed that many junior college students have greater authoritarian tendencies than average college freshmen, the ability to understand and deal with such personalities is most important.

Extracurricular Activities

In the interest of brevity only mention is made of the importance of those extra activities, including student government, which hopefully aid in the development of students and which diffuse the peer groups so that older, longer established groups from high school are supplemented with new and different influences. If it is true that, as some students have determined, student leaders in junior college were not active in high school activities and vice versa, consideration should be given not only to why this is true but also to whether it is good. The role of student personnel workers in this function is naturally highly important. Again, however, knowledge about students themselves and of how they react is most important if activity programs are to take on adult-like, self-disciplining roles and are to be something other than high-school-type experiences.

Influence on Curriculum Development and Instruction

As was implied earlier, there is reason to believe that the student personnel worker's sphere of influence is institution-wide. While there is no contention that counselors and administrators of student personnel services should subject themselves to jurisdictional disputes by presuming authority outside their area, their possible role in matters pertaining to curriculum and instruction seems clear. If the assumptions concerning student characteristics are valid, the counselors are or at least should be able to interpret the significance of it for appropriate committees concerned with curriculum and instruction. In other words, the counselor's responsibility goes beyond his cubicle into the faculty conference room and the classroom. How this is to be accomplished will undoubtedly vary among institutions. Certainly one point is clear: it will not be accomplished if a dichotomy is allowed to develop between the student personnel staff and the teaching faculty. Difficult as it sometimes is to avoid this situation, it is worth the price to avoid it. The best junior college counseling program in the world can be worth very little if there are not the appropriate curriculum and concerns for instruction which enable students to implement their decisions.

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[5] Sanford, Nevitt, "Developmental Status of the Entering Freshman," in Nevitt Sanford (ed.), The American College, John Wiley & Sons, Inc., New York, 1962, p. 261.

Institutional Research

Finally, the very fact that junior college students represent such a wide range in almost every variable makes it urgent that each college conduct continuous studies of its students -- who they are, the factors related to their performance, the pursuits they later follow, and many other matters. Many junior colleges do conduct studies on the demographic student characteristics. It is suggested, however, that additional studies on relationships between various characteristics and performance could be most fruitful. Perhaps some of these might be undertaken cooperatively by groups of junior colleges. For example, despite the multitude of studies on the subject, little still is known about the relationship of social class and family background to college persistence and performance. It would seem particularly important that certain large metropolitan junior colleges which draw heavily from lower-class homes should study in depth and intensity, with proper controls for other factors, the effect of certain heretofore unexplored dimensions of family background to the college experience. Likewise, the cause for college drop-outs still largely goes unexplained. Summerskill discusses drop-outs at length in terms of lack of motivation but says that there is not clear and constant support for the conclusion that lack of motivation accounts for a substantial number of drop-outs. With many students in junior college who by many indices lack motivation, it seems possible that some fruitful work could be done in this area.

Or again, what do we know about the relationship of the training received in junior college to the types of jobs procured and the progress in employment over a period of years? Do we know how specific vocational training should be? Is it possible that in the long run general education is even more valuable vocationally than specific training -- at least in many fields?

And while there is now considerable research under way on the non-cognitive aspect of students, there is yet great opportunity to determine the usefulness of them in predicting success in college -- success measured not alone by conventional means, but by changes in values, orientations, and rigidity of opinion.

In summary, it is important that continuous and intensive study be made of the relationship between the types of students generally found in the public community college and the character of the institution itself. The subtle and complex question of whether students make the college or whether the unique character of a college merely attracts certain kinds of students is most appropriately addressed to the community college. Growing rapidly and consistently as a result of many obvious societal needs, this still relatively young institution is now the subject of nation-wide and indeed international attention. Perhaps no other educational institution is the subject of so much amazement, admiration, and down-right party line enthusiasm on the part of its protagonists, and skepticism and bewilderment on the part of those who still have questions concerning it.

As McConnell and Heist have said, "There are manifold determinants of institutional climate or atmosphere -- most would agree that the characteristics of students who attend an institution profoundly affect its character." This suggests that if counselors, teachers, administrators, and the lay public are really to understand the junior college, it is imperative that they pay increasing attention to the nature of its student body.

The national spotlight is now on the junior college. But history will record its future by the manner in which it serves its particular clientele and not be the enthusiasm people express for it today.

STUDENT CHARACTERISTICS

Summary of Discussion
Following Leland Medsker's Paper

Some junior colleges are ready to add to their usual demographic studies of students and asked, "What's the next step?" Studies of non-cognitive characteristics, as difficult as they may be, should certainly be considered. Some instruments are being developed by Educational Testing Service; the Center for the Study of Higher Education at Berkeley could also give some help in studies concerning peer influences, value orientations, family influences.

Data on junior college students should be interpreted in terms of the community. Students in junior colleges differ from one region to another; also from one period to another; therefore research on students should be community-oriented and continuous.

There is evidence of a change in the junior college image among students. This may result from new emphasis on performance standards. Related to this is an increasing trend for junior colleges to identify weaknesses and deficiencies in students' background and provide remedial programs.

The financial needs of junior college students can be inferred from socio-economic level and the number of students who have jobs and those who choose a junior college for economic reasons. Indications are that there will be more students from all socio-economic levels in the years ahead. It will be inaccurate to talk about "the junior college student" because diversity will become even greater among students.

Student personnel workers are concerned these days with value formation and orientation. Studies point to the impact of living facilities. What are the implications for the community college where most students commute? There is a real need for further study of value orientation among junior college students who customarily live at home. Thus, the impact of participation in extra-curricular activities may be particularly significant for junior college students.

Although schools are in the business of changing value systems and value orientation, we must remember the individual's right to self-determination of values and proceed cautiously in sensitive areas. Normative data should be carefully evaluated because it may disguise individual changes that are accruing. To determine which college influences result in change seems to be the critical inquiry.

If we create situations in which students can test their values, we are providing an environment and climate in which they can become aware of alternative values. Experiences that unsettle student values give opportunity for them to determine their own values.

Section III B

IMPLICATIONS OF THE ANALYTICAL PAPERS

1. "Implications for Junior College Development," Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges.
2. "Implications for Evaluation Processes," Ralph Berdie, Director, Student Counseling Bureau, University of Minnesota.
3. "Implications for Development of Measuring Instruments," William W. Turnbull, Executive Vice President, Educational Testing Service.
4. "Implications for Career Selections and Social Adaptation," Anne Roe, Director, Center for Research in Careers, Harvard University.
5. "Implications for Training Student Personnel Workers," C. Gilbert Wrenn, Professor of Educational Psychology, Arizona State University.

Special Note: The reflections of the panelists to the analytical papers were given informally from written notes. Their comments were tape recorded and with one exception, the transcriptions were edited by them for the proceedings. The recent illness of Dr. Anne Roe prevented her review of the transcription; consequently, the task fell to the editor. Hopefully, the meaning of her insightful comments was preserved.

Implications for Junior College Development

Edmund J. Gleazer, Jr.
American Association of Junior Colleges

First; I'm convinced that the outstanding implication is the necessity for an objective, honest, and forthright recognition of the job to be done by junior colleges and for continuing appraisal of that job. I say this in referring to two aspects of the job. One is the size of the job, and I don't think there's any need for me to belabor that point. It's very clear, indeed, that there must be a dramatic expansion of the junior college establishment throughout this country in order to meet expectations of the society in which we live. I would like particularly to say something about the kind of job that's to be done. It seems to me that there has been a great deal of evidence given in these last few days -- that if this institution is to fulfill its role, it must be a new kind of college, a college which cannot find its model in the high school or extensions of the high school or in attempting to resemble the university. Here is a college in and of the community - not waiting for the students to come to it, but seeking out the students. A college that finds means to carry on a continuing conversation with its community. An educational resource in the community to be used by the community. Now for some reason or another there seems to be a reluctance among junior college people to assume the necessary societal role for this institution; the kind of role that we have talked about here during the last forty-eight hours. For some reason, there is obvious desire to be other than what the situation calls for. This reminds me sometimes of the cars we used to remodel some years ago. We would put a V-8 on the front of the car even though it was a four cylinder car as if by doing that to give the impression that this car was something other than what it really was. I think this is one of the most important observations that I can make at this time. There needs to be a forthright recognition of the kind of job to be done by this institution. We need to respond to the community tensions that have been described, to needs for adult and continuing education, to the problems of unemployment and leisure and to the problems of change, and deriving from all this we need to ask certain questions: Who are the students really? Not who do we think they are. Who ought to be the students in our institutions? What really are the needs of these students? And how can we really meet the needs of these students? We need to face up to the matter of numbers, and particularly, we need to face up to the kind of job to be done. It's a job that no other educational institution has been called upon to do as yet. Society is going to demand educational opportunity and community colleges are being looked to at the present time as a new kind of social invention to meet these needs.

The second point I would like to make, is the need for more resources for student personnel work. It is clear that if this is the job it cannot be done without additional resources for student personnel work. Some of the speakers are going to say more about this, but this is complex work to which we're setting our hand, a complicated job. I can think of no other educational institution that has a more complicated and complex assignment than this kind of institution and as already stated, effective student personnel work is absolutely basic to the fulfillment of this role. We need more people for thse jobs. We need better trained people. We need guidelines by which these people can be given some direction as to how they can work most effectively. We need these people kept alive and up-to-date. They need to be citizens of the world. They need to be in touch with reality and we need somehow to get this message through to the presidents of the community and junior colleges, boards of these institutions, and to the citizens who provide the funds by which these services can be maintained. This would be my second observation -- the need for more resources for student personnel work.

My third observation is the necessity for experimentation. In this new kind of institution, we must try things out. We must break out of this "crust" of custom. We must give more attention to research and experimentation. My impression is that junior colleges have not been characterized by daring or by exploration. Many of our institutions have been very prosaic. They have tended to imitate. I think there are reasons for this. One reason is that there has not been a real sense of assurance about the role this institution is to occupy or to fulfill. When there is not self-assurance. When there are feelings of insecurity, then I think there will not be a daring, experimental, and courageous type of institution. I'm hoping that we are reaching a state where we will have enough self-assurance, enough security and sense of worth toward our mission, that we can question; we can try out and we can depart from the normal and the ordinary. We can become a bit iconoclastic. I think this was suggested a few times today. There are many educational idols or sacred cows that no longer deserve our worship. Can we, therefore, join with universities, can we associate ourselves with groups of institutions as well as with businesses and professions and industry in this kind of continuing experimentation and research? We need to know and we don't know enough yet about the people we are to serve or the best ways of meeting their needs. I'm calling them for an empirical approach to our work.

To sum it up, what I'm saying is this. I'm calling for institutions alive to their environment, not insulated, not isolated. I'm calling for institutions that will exploit, in the best sense of that word, their relationships with the community. I'm talking about an institution that will use the community as classroom and laboratory and not only be acted upon by that environment in which it finds itself but also act upon and modify that environment. I can end by saying this. I'm reminded tonight of an old Sunday School hymn that I used to sing. I don't know all of it, I don't remember all of it, but I remember enough lines, I think, so I can convey the message I have in my heart tonight. "Dare to be Right, Dare to be True, You have a Work that no other can do."

It seems to me that these are some of the implications that I've discerned of these analytical papers for junior college development.

Implications for Evaluation Processes

Ralph F. Berdie
University of Minnesota

All discussions of student personnel services in junior colleges have implications for the evaluation of these services. These implications touch on both assumptions and considerations regarding criteria and processes.

Six assumptions are convenient and easily justified when one conceptualizes evaluation as a basic part of personnel services. These are listed here briefly. Most of them are fairly obvious.

First, evaluation, not only of student service programs in junior colleges, but of the junior colleges themselves, will be a primary responsibility of the student personnel worker. If much significant evaluation of student personnel programs in junior colleges and junior college programs of other sorts is to be done, the student personnel worker is going to have to assume much responsibility for evaluation.

The second assumption is that evaluation should not be directed so much toward the question, "Does this program achieve anything?", but rather the evaluation question should be phrased in this way, "How does what change whom and when?". In other words, we are beyond the stage of having to know simply whether something is effective but rather we must learn more about how programs operate, what makes them effective, when they should be applied, and how they should be applied.

The third assumption is that evaluation is a process of student personnel work and of junior college programs in general. This process is never completed, never done, but always continues. Conditions and relationships change and just because something is learned about the effectiveness of a particular program at one time and in one setting does not imply that a decade later in a different setting the evaluation maintains validity.

A fourth obvious assumption is that generalization can be based only on adequately designed and controlled research. Informal, unsystematic observations at times are helpful but the payoff must depend on the adequacy of the design and the control implicit in the research.

Next, just as guidance is a continuous appraisal and treatment, and not an immediate process, as Dean Williamson discusses at length, so evaluation must be more than a snapshot affair. The evaluation of a counseling program, for example, requires more than asking a question immediately after counseling, or even one month or one year after counseling. The design of the research and evaluation must provide an opportunity to observe individuals as they behave over an extended period of time.

The final assumption is that evaluation must be based on multiple criteria and must allow for pattern changes. When a broad general criterion is applied, usually surprisingly little change is observed. As a simple example of this, suppose a program has only two goals. One student will increase on one goal and decrease on another, or approach one goal and become more distant from the other. A second student will just reverse this and when means and averages are computed, no change is observed. Differences that really exist get washed out easily unless a pattern of multiple criteria is used.

Other speakers have made fairly explicit many of the considerations relevant for the criterion. First of all, a question has been raised concerning criteria involving graduation rates or transfer rates. The authors of many evaluation studies seem to subscribe to a two or a four-year myth in higher education. If a person has not completed four years in a liberal arts program, this is a waste of talent. If he has not completed two years, if he has not graduated from a junior college, this is a waste of talent. People use the term, "mortality rates." We all know many persons who should go to college one year, not two or three years, and certainly not four years, and talking about failure to graduate as a criterion is rather silly.

Frequently has been mentioned the need for considering both cognitive and non-cognitive behaviors in developing criteria. Some of the previous speakers have quickly rejected the available non-cognitive measures and frequently this is done too hurriedly. Many persons have rejected some of the available measures using criticisms that suggest a lack of complete information concerning these measures and an ignorance regarding much of the literature about them. Some critics, I suspect, have not even read the manuals of the instruments that they reject. Already many good and useful non-cognitive measures are available and here I would include the inventories by Gough, Edwards, Pace, Stern, Berdie and Layton, Hathaway and McKinley, and Bills. Non-cognitive instruments still need more improvement but the work already done with these techniques is promising.

A type of criterion that should be considered most carefully is revealed in studies of individual students and involves a review of their curricula and a determination of the appropriateness of these curricula in terms of the students' needs and the college's goal. In other words, what is it that students are trying to learn in our junior colleges and how appropriate are these goals in terms of the advice and counseling given to students. Another criterion springs directly from Dr. Rosen's presentation. Perhaps there is a choice of two criteria. We can either make observations of the careers of former junior college students to see how they have moved from job to job in taking advantage of opportunities as they arise (in other words, a more dynamic vocational criterion similar to that suggested by Dr. Roe) or we can do as Dr. Rosen apparently implies, and find a proportion of existing jobs at any one time filled by persons who are trained by the junior colleges for these jobs. The latter type of evaluation perhaps would not be too effective.

Other considerations should be mentioned. First of all, any evaluation of a student personnel program in the junior college obviously must take into consideration sub-groups and as Dr. Roe suggested, the sexes act differently. Also, it would be surprising to find that similar results obtained for regular full time students who were eighteen to twenty-one years of age and evening students who might be anywhere from eighteen to seventy years of age. The group with which we are concerned certainly must be considered carefully in our evaluation. Another consideration requires that the evaluation of a student personnel program be considered while the program itself is being planned and provisions for evaluation should be built into the plan. Resources and personnel must be commited for evaluation at the same time resources are being commited to staff the program in other ways. A decision five years after a program has started to start to consider evaluation is much too late. Next, many of the discussants have suggested that former students should be followed up in terms of their vocational training. Similarly, these students should be followed up in terms of the general educational goals of the college. To what extent is junior college education changing citizenship behavior?

Obviously, we must evaluate what we are trying to do; otherwise, we simply will continue what eventually will be much superstitious behavior. A good idea today may justify out initiating a program, trying it out, and working hard at it. Ten or thirty years from now, however, if we are doing the same thing without any evidence concerning our accomplishments, then we are engaging in superstitious behavior. If we want to know what we are doing, if we wish to improve what we are doing, and if with we wish to justify student personnel programs within our junior colleges, we need continuing evaluation.

Implications for Development of Measuring Instruments

William W. Turnbull
Educational Testing Service

I'm sure all of you have observed, as I did, that the papers we've heard have been brimful of implications for development of measuring instruments. Rather than try to list for you all the implications that caught my ear, I thought I would try to go down a few of the salient ones and simply pick out the most consistent themes that appeared to run through the papers the past two days. I'll try to work in five before the Chairman gavels me down. What I would like to do for each of these five areas, if I can, is suggest where progress might be found or induced.

In the first place, it has seemed quite apparent that there is a real need for measures of personality and for studies of their relation to the educational process. It seems to me that if, in the business of measurement, there is a continuum from pure research to routine development activities, surely this non-cognitive aspect of measurement must be counted well over on the basic research end. We do have the beginnings of some interesting instruments like the OPI, developed at the Center for the Student of Higher Education. We have a few other things coming along. I should say the fact that we have not made a great deal of progress here is certainly not due to any lack of recognition of the need. Rather, it is due to the fact that we're tangling with a very difficult problem. It is one on which a lot of people are working hard but on which I think progress is likely to be slow at the instrument producing end. Where, then, might we find some progress?

It seems to me that one real possibility, which has been emphasized by many speakers in the last couple of days, is through research on the individual junior college campus -- research that will relate the experimental scales that are being produced in universities and research labs, with concrete observable educational phenomena on the campus. This is the kind of thing that people in the junior college setting have to do because it has to be grounded in the realities of a real life campus situation.

The second area that I would like to touch on is fairly closely related to the first, and that is the survey measures in which the focus is not so much on the individual student as on the characteristics of a population or of an institution. Here we might look first at standardized instruments of the kind that were mentioned this afternoon. We have some promising theoretical models such as those of Pace, Trow, Stern and others, and some experimental instruments are coming along. I think what we're ready for now is some kind of cooperative trial among different institutions that will get together and use the same instrument, whatever it may be, so that they can illuminate their own circumstances by comparing those circumstances with those on other campuses. Such a cooperative venture would take us a large step forward in this field. Let me mention that in Dr. Fordyce's briefing paper another kind of survey measure is alluded to that I think is very likely to be very important, too. That is the kind of educational index that can be systematically gathered together on any campus, such as use of the library, participation in student sponsored activities, etc. There are a whole host of them. These seem very prosaic but I think that if systematically put together, they can give us insights into what is really going on on a campus as the end result of some programmatic change. We would get good and meaningful before-and-after measures on this type of index.

A third area is measures that are suitable for vocational and technical courses. Here we have a void, at least to my knowledge, both in the area of accomplishment in these fields and in the area of aptitude, with the exception of the GATB, which is not always available for campus use. It seems to me that we should be able to look to the test making agencies, working in concert with the junior colleges, to fill this void by designing and providing good measures. Out of a conference like this might come mechanisms through which we could describe the measures needed in this area sufficiently explicitly so that good tests could be provided.

The fourth area is an old friend, aptitude and achievement in the academic realm. While this has been the most worked-over area in the whole field of educational measurement, I think there are a couple of things that are needed to bring it to the point of real utility for the junior colleges. The first is, in recognition of the broad spectrum of clientele being served by the junior colleges, to find or devise the instruments that similarly have a broad band approach. The second is to develop for such instruments the specific kinds of interpretative data -- norms, prediction tables, and the like -- that will make the results on such tests meaningful in the junior college situation. Again, I think that this kind of advance could come out of a conference such as this one.

The final area that I'd like to touch on, and I hope I won't lose half of my audience by mentioning it, is that of proficiency exams for student personnel workers. This was somewhat suggested by the discussion this morning of preparation that is appropriate for people working in this field. The model I would like to mention is the work of the Modern Language Association, which decided a couple of years ago that it would like to produce tests that could be taken by teachers in modern foreign languages -- tests of reading, writing, speaking, listening, linguistics, and the rest of it. They now have this. They are diagnostic tests, being taken by teachers for their own satisfaction or for the purpose of serving as a guide for their own future preparation, or for the validation of their preparation, especially where they have gained their training through something other than a normal college course sequence. It seemed to me as I heard the discussion this morning, that there might be something important here for the field of student personnel work, if a group like this one could agree on the elements of that field and could cause those elements to be set forth specifically enough so that it would be possible to produce a comprehensive proficiency examination in this field. I might note that the Modern Language Association activity was fully financed by the U. S. Office of Education, which has a strong interest in our activity, so that there might be a road for us to follow if we were to decide that a proficiency examination were worth financing.

Implications for Career Selections and Social Adaptation

Anne Roe
Harvard University

I should warn you, in case you don't know, that I'm one of those peculiar people who came in to counseling and guidance through the back door. At least that's one way of putting it. I did start out as a clinical psychologist. There are those who say I didn't come in through the back door, but up through the trap door. Perhaps it explains my slant on these things.

It seems to me that one of the things that we need to consider is this: What are the positive agents for personality growth and integration for all people? I firmly believe that one of the most important of these agents is an appropriate occupational history. If you look at other positive, powerful agents there are these. (1) We look at early parent-child relations but one doesn't have much choice in this matter, you take what you get. (2) We look, perhaps, at early friendships. We don't have a great deal more choice in that. (3) We look at an appropriate and good marriage. We do have some choice there, but you don't have very many choices at least most of us.

When you look at the occupational history and realize that while there are some (quoting Ginsberg) irreversible choices; nevertheless, there are many points through a whole life when choices and decisions can be made that are affective in many ways. The primary role of the counselor at these decision points is not sufficiently understood.

First, we must recognize that there are alternatives! When we talk about living in an open society, it reminds me of my recent experiences in interviewing men and women in their thirties and older who've been making occupational choices or decisions. The thing that has completely appalled and surprised me is the degree to which chance (i.e. slight change in income) determines their choices and the very, very minimal consideration of alternatives which comes into their thinking. There are always alternatives and exit points that are overlooked.

The second point is that the significance of any one of these choices may not be very great but lay them all together one after another, and what they mean is not just what you do, but also how you live, where you live, who your friends are, how you spend your spare time, and what schools your children go to. Your whole style of like is more determined by your occupational history than by anything else. This sequence of choices has far reaching implications extending beyond the specific problem of what training to take, what job to take, what occupation to consider. This is particularly true with me. Let me emphasize the fact that whenever you're talking about occupations you must separate men from women because the whole focus, the whole history is different.

When it comes to women, it is still true that there are always alternatives but the significant elements within these alternatives are somewhat different than for men. The choices a woman makes along the way with regard to occupation are not going to be so influential in setting her style of life because if she marries (and most women do) her husband's occupational choices will be the determining factor. In view of this she should have some choice in the matter. I might comment that the girls who say that they want to be a model or a stewardess are not being stupid; they're being very smart, because a model and stewardess stand for sexually attractive women. The more sexually attractive a woman is, the better and larger is the field from which she can select a mate. And once this is over and she's got what she wants, she can settle down to other aspects of life. This is quite appropriate. Women who do not marry can follow the other path very much as men do.

We know from good studies, such as Mary Murphy's thesis at Harvard, that the primary factor in a woman's degree of happiness is her marriage regardless of her own occupational level. I'm not running down occupations for women, because believe me, I get a great deal of satisfaction out of mine. I'm just telling you that this is the way things are. I might add that Virginia Senders who had a hand in setting up the Minnesota's Continuing Education for women told me that the women who persisted in following out their educational plans were not the women who were dissatisfied in their marriages. They were the ones who had made success of their marriages; who got child rearing pretty well under control; who knew what they were doing and could cope with these responsibilities. Now they were looking for other worlds to conquer. These were the ones that were continuing successfully and I think that this is a terribly important point.

When you are counseling women, you should counsel them in terms of their whole lives and consider the probabilities just as you're beginning to use them with men. For example, in counseling women you can say to any one, "Look, chances are, three out of ten, that in five years or ten years you'll be back in the labor force. What do you want to be doing then?" And talk to them along with their fiancee or their husband because they must fit occupational plans into their total plan of life.

It is terribly important for us to realize that among the alternatives available to a person, there are always occupational choices which involve behavioral or value changes. The most obvious changes are those involved in acquiring the skills to move from a blue-collar background to a white-collar series of occupations. There are many persons who make these changes involving skills but we must remember that it's more than just the skills which you have to learn. It is a different way of living, different cognitive styles. There's a firm in Boston which is very much involved in trying to get people off the production line and into white-collar jobs and they offer this change to anyone who wants to take the training. They tell me that there is no problem in skills trining, this is easy. The problem that exists is in rather subtle differences in social behavior. What do you talk about at the coffee hour, what slight differences do you make in dress, this kind of thing. I have long suspected that one of the reasons for drop-outs in colleges of boys and girls who were picked from rather deprived backgrounds is that when they get to college they don't have this kind of assistance, they don't find someone to "pal" around with, they're not members of the "in group" and so they quit, and that's too bad.

Then jumping quickly to other things that have come to mind as I've been listening to these papers, I would strongly support all the suggestions that counselors at community colleges should be very much involved in the local labor market. They should know the local industries. I think that the suggestion of regional (occupational) studies is a very helpful one, and such studies have to be continuous because these things change. I would urge you to consider the possibilities in developing work-study programs. I think that Dr. Williamson's suggestion of adult vocational clinics is excellent. I would add to this that perhaps the best way to handle the clinics is through group counseling sessions. I base my judgment here on the evidence from the independent studies at the Graduate Institute. While they are serving a different level the staff has discovered that by using group counseling with women they were getting much better results than when they were trying to deal with the women individually. Quite apart from the economics of the situation they found the women could communicate better in groups. I think this might be particularly important in such a clinic as an adult vocational clinic where the experience of a man or woman in one kind of industry might be very illuminating to another person in the group.

I would also urge you to consider the possibility on an experimental basis, the possibility of developing adjunct counseling aids of some sort from older persons who may not have the kind of background and training that you have, but who have had real experience at various levels in industry where counselors never work. I would suggest that you look beyond the blue-collar occupations. What happens, for example, to the woman (not too old) whose boss retires. He's been the "big boss" in the firm, but she is "dumped" because the man who replaces the boss brings his own secretary up with him. No longer is she at the top of the "pecking order," but believe me, she still knows more about what's been going on in that company than anyone else. Now, this is the kind of person I think you might consider training as an adjunct to the kinds of work that you're trying to do. I think of the successful efforts to develop psychotherapists among women who have the personal qualities but lack the professional training.

And finally, I am reminded of Dr. Williamson's comments this morning about citizenship. During the war I served for a time as an air warden in New York city. This was a kind of unglamorous occupation. People threw milk bottles at us, but I learned a great deal about how a big city is run and what goes on in a big city. It was exciting and ever since then I've had a kind of a dream of a sort of internship for adolescents or people in the community who could work with one civic organization or another and find out what really goes on in the city. I used to think, sometimes (and now I'm really just dreaming) that maybe this would be a good preparation for reaching voting age. Now I think that with a little adaptation and ingenuity perhaps the community college could be something like this, and I think all our civic affairs could be much improved thereby.

Implications for Training Student Personnel Workers

C. Gilbert Wrenn
Arizona State University

During the last two days I have been reflecting about the junior college as I first knew it compared with how I see it today. Some thirty years ago my co-Phd. advisor was W. C. Eells whom some of you knew as the first Executive Secretary of the American Association of Junior Colleges. My dissertation at Stanford used some 10,000 junior college students as subjects and some of my earliest research was on junior college transfers. Some of the things we talked about thirty to thirty-five years ago, are still current concerns! Terminal courses lack appeal, the transfer student has better status than the terminal student, too many enter junior college who desire transfer work have to be counseled out (a lovely term!) of the four-year college program -- there is a bewilderingly wide range of abilities among the students, etc., etc.

Most of all, junior colleges do not yet seem to be quite certain whether they are a part of the secondary school system or a part of higher education. Perhaps this last part is clearer than it was thirty years ago, but I still hear reverberations. Some anachronisms (from my 35-year vantage point!) are found in the terminology that is used. For example, when you use the term "guidance" and "student work" interchangeably, you are confusing the issue. It is inevitably "guidance" that connotes the secondary school emphasis and "student personnel work" the college emphasis and soon you have to decide to which system the junior college belongs. By the same token, I have been told by a good many junior college people that many presidents are hiring high school "counselors" who have been doing advising work rather than counseling in the high schools and are bringing them to the colleges to advise students in much the same fashion as they did in high school. There's a considerable difference between counseling and advisement.

Now, with this kind of preliminary footwork let me do three things in about three minutes each.[1]

Student Personnel Functions

There are some distinctive emphases in student personnel work in junior colleges. Counseling, I think, has the greatest significance of all student personnel services in junior colleges primarily because of the heavy emphasis on the distributive function of the junior college. The manner in which this is done, whether arbitrarily and mechanically or with full understanding of the dynamics involved will depend upon the quality and extensiveness of the counseling staff.

Second, I think that junior colleges have relations with parents and with the community agencies that are more extensive and vital than those of the four-year college. At a session this afternoon we talked about authoritarianism and perhaps this is found to somewhat a higher degree among junior colleges than four-year colleges because more junior college students are living at home. They may still be responding in terms of some of the attitudes of parents, may still lack flexibility because they haven't broken away.

Third, I think the junior college has a distinctive problem with regard to the articulation function in both directions. Because so much depends upon the capacities and motivations of junior college students this becomes a student personnel rather than a general administration function. This is particularly a problem with regard to college prep people but much more should be done with non-college further education as well.

Fourth, the orientation of junior college students and their parents to the legitimate purposes of the junior college is a continuous four-year operation. You have such a short time in the junior college itself to modify what may be a completely incorrect perception of the nature of a junior college and its possibilities for them. Orientation, then, becomes a continuous operation during the last two years in the feeder high schools and the two years of college. The adjustment to the college itself is a rapid affair and attention to it must be continuous if students are to get the most from the two-year adventure.

The job placement function and knowledge of local occupational conditions is an acute need in a different sense than you have in other kinds of institutions.

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[1] Some of the excellent briefing papers for this conference have not been mentioned as much as they deserve. I would hope that we could have someone present the highlights of each of these papers. Each has, I think, something quite distinctive that we haven't even talked about and a fair amount of original data are also presented. In particular Dr. Matson's paper has been helpful to my topic.

Finally, the junior college has a strong responsibility, as Williamson's paper developed so well, for the *citizenship function*, the matter of social learning through *student activities* and through community contacts. This may be the last formal chance that students have to develop citizenship attitudes and skills through both precept and example in college and community.

Student Personnel Staffing

I have been thinking about this recently because I am working with the Arizona State Board of Junior College Directors in trying to help set up some staffing standards in the student personnel field. Let me present five functions, five kinds of people on the student personnel staff. The *counselor* I have mentioned. The *placement function* represents *a major* job in the junior college *particularly*. Responsibility for the *program of student activities* and student government used for *learning purposes, not for recreation* or to keep students out of the streets, is a major position for someone. *Coordination of student personnel resources* in the community, *as well as coordination of student personnel* and classroom instruction in the college requires responsible leadership. Finally, someone has to *study student characteristics* or rather the characteristics *of the total* student *population as t*hese may change from year to year and as the communities change from which student come.

If you had only two positions or were in a new college and had to start from scratch, what two positions would you try to establish? First, a qualified counseling psychologist or counselor, broadly trained so that, in particular, he can engage in vocational counseling at a high level. Second, a student personnel administrator who would be responsible for a number of things including student activities, orientation, placement, admissions, health services, etc. This should be someone with an understanding of adult traditions and the adult population with which the junior college must deal.

I would not use a proficiency test, Dr. Turnbull, for selecting counselors. These are professional people. I don't think you can expect a test *per se* to give you more than quite limited information. This *was tr*ied one time with high school guidance workers (so-called) and we have never been very happy about the outcomes.

Professional Preparation of Student Personnel Workers

Some of you may know that there is a difference of opinion with regard to whether or not the preparation of junior college student personnel specialists is distinctive from that of the preparation of college student personnel workers in general. Dr. Matson's paper provides eight broad rather, basic areas which I think would be equally basic for college personnel work at any level with one possible exception. I would distinguish between the preparation of a personnel worker employed by a junior college which is the first two years of a four-year college, and the student personnel worker in a community college. I can see no difference at all in the preparation of a personnel worker going into a junior college in Havighurst's sense and that of the four-year college or university personnel worker. I can see some real differences in the preparation of these who work in the community college.

The comments below are in terms of areas of preparation, not courses, and relate primarily to the complex community college setting.

There is a need, not only for a study of adolescent psychology, but for careful grounding in the *psychology of adults*. Very little is now done to help people going into junior college to understand the changing motivations and the problems of adults with whom they must deal, both parents and junior college staffing. I would see that particular attention is given to a thorough understanding of *short-term counseling* and to *the use of groups* for learning purposes, both natural student groupings and special groups such as those for group counseling.(3) Some understanding of *family sociology* and the *community structure* seems essential, in part to help young people get ready for their own family responsibility, in part because the junior college is often close to the family and the community of the student.(4) Intensive knowledge of the *changing occupational structure*, both local and national. I am chairman of a Panel of the National Manpower Advisory Commission and have worked in this connection with the Department of Labor over the last year and a half. I think that the occupational changes currently occuring and to be anticipated are basic and that everything Dr. Rosen said today in terms of change is probably an underestimate.(5) Understanding *the changing role of women* in our society. In this I agree with Dr. Roe completely that we have shortchanged the girls as counselees. We have made them second class citizens because, of course, they get married and that's all it takes. But marriage is no small job in itself and most are going to have two or three other occupations in the course of a lifetime. Beyond this their increasing responsibility within society generally and in the home community must be fully understood.(6) The study of higher education *and the particular function of the junior college in the higher education structure* is essential for understanding of the setting in which the student personnel worker operates.(7) Development of the ability to *collect and analyze data* regarding changes in the student population. I would not like to give this the large name of Research for such a term is a threat to some people, but whatever the term, student personnel workers must know how to collect and to analyze data involving change, how to make inferences from the data and to interpret these changes to the staff.

Finally, if I were setting a goal, I would assume that the junior college student personnel worker should have fully as much professional preparation as the senior college personnel worker. He should aim for the doctorate in preparation, not for an extended master's degree or two years of graduate work. The student personnel worker in the junior college is facing acute problems in an institution which must be most sensitive of all to the changes in our culture.

Section IV

RESEARCH PROPOSALS

"Student Personnel Work in Junior Colleges: Research Needs"

Donald P. Hoyt
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Student Personnel Work in Junior Colleges: Research Needs

Donald P. Hoyt

Introduction

Like MOTHER, GOD, and COUNTRY, research is pretty hard to knock. Like the weather, it is more frequently discussed than dealt with directly. The report which follows, while essentially a "weather report", has as its purpose the stimulation of efforts to do something about it. The setting is the junior college, especially its student personnel program. The "something" which should be done refers to (a) the performance of research into importance questions and (b) the implementation of research findings for the improvement of junior college student personnel programs.

From April 12 through April 17, 1964, representatives from 50 junior colleges met with educational leaders in a conference designed to highlight research needs of junior colleges, especially with respect to their student personnel programs. They read a number of specially prepared briefing papers, heard four major addresses, and participated in four seminar discussions. These activities formed the basis for the present report.[1]

The problem of organizing a report of such a stimulating week is necessarily arbitrary. It was decided to categorize the various problems and proposals into major types: pervasive concerns and those more circumscribed about student personnel services. With respect to the former, an effort is made in Part I to briefly background the problem and then to outline a research proposal. Only enough of an outline is given to suggest the feasibility of one possible approach to the problem, since this report is intended to make research needs clear and not to initiate a research program. Even less detail is provided for the more circumscribed needs discussed in Part II; here a brief explanation of the problem is provided and is categorized into one of three types of research questions. Finally, Part III deals with special problems and recommendations.

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[1] While delegates to the conference provided the basic stimulation for this report, they cannot be held responsible for the interpretations given to their observations. Neither can Dr. Allen Barton, Dr. William Turnbull, Dr. Melvene Hardee and Dr. Philip Tripp who provided useful summaries and suggestions regarding the seminars for which they served as research consultants. Grateful acknowledgment to all hereby is made, together with an apology for any distortions of their reports which may have inadvertently been included in this report.

One final note of apology should be made. No pretense of a complete assessment and reporting of research needs is intended. Such a list would require more time, skill, and patience than the author possesses; it would also be out of date before this could be printed. The intent of this report is (1) to demonstrate that important research needs do exist and can be identified by knowledgeable specialists, (2) to suggest how some of these needs might be met, and (3) to argue that a larger role should be given to research in shaping educational programs and plans.

Part I

Basic Research Questions

Question 1. What roles might junior colleges best accept?

The junior college movement has rapidly accelerated. Its growth has been accompanied by a tendency to characterize its functions as "comprehensive". Thus, programs of occupational retraining, technical and business training, general education, and pre-professional and liberal arts preparation frequently coexist in the same school.

While to some degree educational institutions must be free to choose and act upon their own educational philosophies, reality considerations must temper these choices and guide decisions which affect developmental trends. Certain of these reality considerations are considered researchable.

A. Expectations

The long history of social psychological research has established the relevance of expectations for behavior. For example, the "level of aspiration" has become a key variable in motivational research and "value orientations" have been shown to be important variables in studies of perception and perceptual learning.

Thus it is reasonable to believe that the expectations of faculty will condition their classroom behavior and evaluation procedures; the expectation of students should similarly be related to their academic and non-academic behaviors; and the expectations of employers should influence their recruitment and selection policies.

Should the expectations of one or another interested group determine or control the role junior colleges play? Phrased this way, the question is more a philosophical one than one which research facts can answer directly. Generally, the board sets policies which reflect the roles they judge to be legitimate ones for the college. But board deliberations on such matters may be considerably altered by information regarding the expectations of diverse groups. For example, data which suggests that local employers perceive the training provided by the college's technical curricula to be inadequate to employment demands might well raise questions regarding the realism of offering such training under existing circumstances. Information that the faculty and students overwhelmingly perceive the junior college as serving almost exclusively a transfer function should be equally valuable to policy-making groups.

From generally accepted theory, buttressed by substantial research, one can infer that expectations which are significantly incongruent with official statements of goals and purposes will have a negative effect upon the realization of objectives emanating from these goals and purposes. Presumably, two alternatives are available: one can alter the goals and purposes to conform to expectations or one can alter expectations to conform to goals and purposes. The feasibility of either alternative constitutes a significant research problem.

Since a variety of "publics" can be assumed to have legitimate interest in junior college programs and objectives, the expectations of these various publics become relevant to the question of junior college roles. In particular, the consequences of disparate perceptions should be known. Similarly, methods of producing more homogeneous expectations should be investigated if, as expected, disparate perceptions are related to such negative characteristics as low morale, high attrition, and generally poor outcomes. Related to this is the question of the correlates of various types of perceptions. Do individuals with one set of characteristics differ in their perceptions of junior college role from those of different characteristics?

Research Proposal A

Title: Role expectations for junior colleges

Purpose:
1. To examine the junior college role expectations of relevant groups.
2. To determine the correlates of given expectations
3. *To examine the consequences of disparate expectations*
4. To explore means of modifying expectations

Procedures:

Step 1. Develop and refine an instrument for assessing junior college expectations. The instrument should be composed of statements regarding goals and objectives of a junior college education and should permit generalizations regarding the relative importance of such goals as preparation for senior college work, providing technical training, providing the understandings and appreciations of a general education, developing attributes of positive mental health, and providing training for responsible citizenship. It should be constructed to be applicable to various groups (college students, faculties, board members, student personnel workers, employers).

Step 2. Administer the instrument on a broad scale for purposes of describing the typical expectations of the groups named above as well as the range of perceptions found within single institutions and among institutions.

Step 3. Develop and refine instruments for measuring staff and student morale and degree of acceptance of the junior college on the part of lay groups. Other relevant measures of success (attrition rate, objective measures of growth (see Proposal D) could also be employed.)

Step 4. Relate the information obtained in Step 2 to that obtained in Step 3. If the expected relationships occur, go on to Steps 5, 6 and 7.

Step 5. Collect relevant biographical data from various groups. Illustrative of the types of information needed:

a. For faculty: Did you attend a junior college? Have you taught in a high school or elementary school? Have you taken any graduate courses concerned with higher education in general? With junior colleges in particular? Do you have a Ph.D. degree? What work experiences in non-educational settings have you had?

b. For students: General level of academic ability estimated from standardized tests and from high school record. Parents educational level. Work history.

c. For student personnel workers: Similar to faculty. Nature of present responsibilities.

d. For board members and employers: Educational background. Civic record. Employment record (including whether or not there had been any employment in an educational setting).

Step 6. Relate the information obtained in Step 5 to that obtained in Step 2. This step would cast light on the question of the degree to which expectations might be controlled by selection procedures. It should also provide information helpful in planning treatments to be applied in Step 7.

Step 7. For a small group of schools where disparate perceptions are particularly noticeable (Step 2) attempt by experimental procedures to modify the perceptions of one or more groups. Specific proposals should await the completion of earlier steps in the sequence, but efforts at modifying the expectations of more than one group should be made. It will be important to establish whether or not expectations of one group (say students) are significantly more amenable to influence than those of another group (say staff).

B. Status and potential of our training and educational resources

Justification of highly diverse opportunities for the training and development of personal characteristics on the basis of human and societal needs is not a difficult task. The complexities produced by a rapidly changing world have been cited by numerous authorities and are well documented. Vast individual differences on almost all human characteristics are also well known. But the inference that any single societal resource must be immediately responsive to these complexities is not necessarily correct.

Reality considerations suggest that the long tradition of marginal economic support for educational and training programs is unlikely to be noticeably altered in the immediate future. It is therefore especially imperative that careful consideration be given to the avoidance of unnecessary duplication and to the allocation of responsibilities to those elements of society who are best equipped to accept them. It would be a serious mistake in strategy to encourage any single societal resource to grandiose and presumptuous notions that it can be all things to all men.

On the other hand, the values of providing competitive alternatives are well established. It is important to encourage the improvement and up-dating of all programs. Any monopolistic franchises may lead to endorsement of the status quo at a time when societal needs require dynamic adjustments. Such long range concerns merit consideration in planning education and training opportunities.

The decision as to whether a junior college should or should not attempt to provide a given type of training is, then, recognized as a multi-faceted problem. One of the bases upon which such a decision might be based requires knowledge of society's present resources for training and education.

Thus, the total training and educational resources of the nation need to be understood. The types and levels of programs offered by all kinds of colleges, by trade, technical, and business schools, by adult education programs of various sorts, by apprenticeships, and by other resources already established by society for educational and training purposes should be tabulated and made available as a "comprehensive review of America's educational resources."

Ideally this review should include all reliable descriptive information regarding the range of available programs, the frequency with which various programs are offered, the current enrollment, and the proportions of graduates to non-graduates. These data should be analyzed by setting. Upon its completion, one should be able to answer the following (illustrative) questions:

a. How many and what types of institutions offer programs for training computer programmers?

b. How many students are enrolled in such programs?

c. What is the length of training? Its costs?

d. What equipment and facilities are available?

e. What qualifications does the instructional staff have?

f. What is the ratio of enrollees to graduates?

Such information is vital to establishing unmet needs, avoiding unnecessary duplication, and promoting a cooperative and unified approach to meeting the educational and training needs of the people and the world of work.

Research Proposal B

Title: America's post high school educational and training resources

Purpose:
1. To describe the present status of educational-training resources
2. To determine the relative amount and type of responsibilities being assumed by various types of resources
3. To survey the facilities available to the various types of resources

Procedures:

Step 1. Identify the population of training resources. Utilize standard references to identify junior colleges; four-year colleges; trade, technical, and business schools; apprenticeship programs; programs in adult education.

Step 2. Survey current status. Include at a minimum:

a. Name of each separate training program being offered

b. Length of training

c. Tuition and fees

d. Number of enrollees

e. Ratio of graduates to enrollees

f. Special equipment and other facilities

g. Salient characteristics of staff

    (1) Nature and level of educational background
    (2) Special training
    (3) Relevant experience

Step 3. Identify those programs which both junior colleges and some other resource offer. Compare junior colleges with the alternative resource in terms of relevant information collected in Step 2, (especially, items c-g).

Note: The immensity of such a project must be acknowledged. Its value in terms of providing data relevant not only to the question of role definition but for identifying gaps in our resources and for informing students of training opportunities makes the challenge of such a project worthwhile.

C. Implications of student characteristics

A great deal is now known about the characteristics of college students in general, and junior college students in particular. Reliable surveys have been made of their academic capabilities, academic achievements, some of their goals and aspirations, their social class backgrounds, and certain interest and personality characteristics. That the full range of student characteristics has now been assessed adequately is hardly the case; further data regarding a broader range of competencies, potentials, attitudes and values would doubtless contribute to a more complete description of this element of society. Such additions to our knowledge are always welcome. But they do not represent the present major research need in terms of student characteristics. Rather we need most desparately to know what the implications of these characteristics are for educational programs and methods.

By identifying this need, there is no intention to gainsay the considerable body of information already present. The relationship between academic ability tests (or high school record) and college grades has been thoroughly investigated, and the implications of these measures for academic achievement, persistence, choice of school and type of major are reasonably well understood. Similarly, we have information on some of the meaning of interest and personality test scores and selected social class indices for similar types of outcomes and/or decisions.

But a great deal remains to be learned. The considerable research activity in the area of non-intellectual academic predictors is ample evidence of the widespread discontent with the amount of predictive information available from standard academic ability measures. Failure to adequately account for the sizeable dropout rate which has characterized the modern American higher education scene has stimulated considerable research into the correlates of academic attrition.

Important as such inquiries are, they only scratch the surface. Student characteristics are assumed to hold the key to many educational problems. The omnipresent question of teaching method(s), for example, may be meaningless unless one asks, "What method with what students (and for what results - see Research Proposal D)?" To hope to inspire an intellectual appreciation of Plato's dialogues in a group of pragmatically oriented majors in animal husbandry may pose quite a different teaching problem than that posed by pre-theological students.

Equally important is the question of the student mix. The effects of homogeneity of attitudes and values in the formation and strength of peer group associations are fairly well understood. Educational implications are less well known. Some support for homogeneous ability grouping is available, mostly from research in secondary schools. Little is known about the educational effects of grouping according to similarity in personality characteristics or value orientations. Nor are the consequences of "planned dissonance", as when six authoritarian students are put in a class with twenty students of less dogmatic, unaccepting attitudes.

Valuable as surveys of student characteristics have been, it is time to learn more about the implications of these characteristics for educational programming. Without this type of "pay-off" research, we stand in danger of overwhelming, befuddling and antagonizing the educational practitioner with more and more data whose meanings are in doubt.

Research Proposal C

Title: Characteristics of successful and unsuccessful junior college students

Purpose: To identify student characteristics which have implications for selection and guidance of junior college students.

Procedures:

Step 1. Engage in a thorough assessment of a large sample of junior college first-time enrollees. Include comprehensive measures of non-intellectual characteristics (such as those appraised by the College Student Questionnaire published by the Educational Testing Service), as well as a variety of aptitude-achievement measures.

Step 2. Categorize students according to their stated educational objective.

Step 3. After a reasonable period, follow up these students for purposes of classifying them into the following groups:

a. Began and successfully persisted in educational objective A (likewise for educational objective B, C, etc.)

b. Began in some other objective, changed to A (or B, C, etc.) and completed it.

c. Began in A, did not change, dropped out but was judged to be making satisfactory progress at time of withdrawal.

d. Began in some other objective, changed to A (or B, C, etc.), dropped out, but was judged to be making satisfactory progress at time of withdrawal.

e. Began in A, did not change, dropped out and was making unsatisfactory progress at time of withdrawal.

f. Began in some other objective, changed to A (or B, C, etc.), dropped out and was making unsatisfactory progress at time of withdrawal.

Step 4. Statistically determine the patterns of student characteristics associated with the educational patterns described above.

Note: The definition of "successful" and "unsuccessful" students is of critical importance. The suggestion above is intended as illustrative of one useful criterion. Successful implementation of Research Proposal D could well provide better methods of grouping students.

The three projects sketched above are intended to provide information regarding the role of the junior college. If we know more about what the various junior college publics expect, more about present educational resources, and more about the educational implications of junior college students' characteristics we would have a substantial amount of relevant factual data to assist in defining this role. Because of the exclusive emphasis of this report on research needs, it is worthwhile to reiterate a point made earlier: decisions frequently are, and should be, made on basis other than research findings. The point of view expressed here is not that research facts should determine policy and planning, but rather that policy and planning should proceed in an enlightened manner. The absence of research facts represents a common violation of this ideal.

Question 2. How can "success" and "failure" best be conceptualized and measured?

If research is to make a worthwhile contribution to the improvement of college programs and services, the criterion problem will have to be more adequately dealt with than has been true in the past. It will be necessary to explicitly define goals and purposes in such a manner that reasonably objective measures of them can be obtained. Such conditions are necessary before research can establish the "effectiveness" or one or another program, method, environment, technique, or procedure applied to one or another group.

It is no doubt an oversimplification to speak of the student for whom the educational experience has been "successful". Present knowledge of the diversity of students' motivations and capacities are adequate to suggest that what is "success" for one student may be irrelevant to a second and possibly failure to a third.

The complexities of the criterion problem cannot be denied. Neither can they be overcome by simply bemoaning them. Similarly, it is no longer satisfactory to study changes in student characteristics without judging them as good or bad, relevant or irrelevant.

A common belief is that "college never hurt anybody." The student who attended school for only one or two terms and then dropped out, voluntarily or involuntarily, with low grades is assumed to have benefitted some by the experience. At least, it is assumed that no damage has been done to him. These assumptions and beliefs need to be tested; but to do so requires specification of the criterion.

It will be satisfactory to begin projects of this sort with a review of goals and purposes cited in most college catalogues and in many general statements regarding higher education. Presumably, the final statements of goals and purposes will reflect whatever consensual agreement there is now regarding the characteristics of a "fully developed" individual. It will probably speak of his understandings, competencies, appreciations, independence, and freedom from self-deprecatory (and other) neurotic symptoms. (The above is not intended as even a provisional try at the description of the "fully developed " model; it is rather illustrative of the types of dimensions which can be expected to emerge).

Such descriptions are plentiful now, and it seems likely that some consensus could be reached regarding these desirable characteristics. The difficulty, of course, is that such descriptions invariably are of such heroic proportions as to be totally unrealistic. In describing the ideal, there is the danger that insufficient allowance for imperfection will be made, with the result that almost any evaluation effort would provide disappointing conclusions.

Two safeguards must be employed against this possibility. First, "progress toward" rather than "attainment of" should guide statistical treatment and interpretations. Second, the attainment of limited changes should be accepted as a realistic goal; it is unreasonable to expect a college education to produce in all students the qualities of the All-American boy or girl. Thus, it is necessary to allow for the possibility that certain educational programs may produce some increments in technical skills, but have little effect on the quality of a student's interpersonal relationships or his achievement as a civic leader.

Education need not give up its "traditional" goals; but it must become more realistic in assigning differential goals to various educational experiences. In so doing, it will take a first step toward making feasible the critical task of evaluation.

While a deflation of the pretentious idealism which characterizes statements of educational goals seems necessary, there must be limits within which such deflation is acceptable. In particular, while growth in all criteria can hardly be expected, evidence of significant deline on any of them can hardly be tolerated. It is necessary to investigate the possibility that an unexpected early termination of a college career is associated with self-derogatory attitudes and a loss in self-confidence. Other possible negative effects should likewise be examined. It is presumptuous to assume that the impact potential of the college experience must be unidirectional.

In summary, it is necessary that value judgments be made regarding the goals of education. These judgments must be made in terms sufficiently explicit that adequate measuring instruments can be created. They must be sufficiently flexible so that different types of "success" can be attributed to different types of educational experiences. And they must be broad enough to permit the assessment of negative as well as positive outcomes.

That the commitment to such value judgments would undesirably "freeze" our thinking regarding educational goals and purposes seems an unlikely possibility. We can ill afford to be content with our present understandings of what "full development" means; it is essential that our traditional searching for new, more complete and adequate meanings continue. But it is equally true that, unless we act as if present understandings were adequate we shall forfeit a most promising opportunity to expand and enrich those understandings through research.

Criterion directions

Present methods of evaluation are limited almost exclusively to the transcript. And this device seldom represents achievements other than those detected by classroom examinations. The concern of such devices with the mastery of subject matter content and intellectual exercises is well known. That such mastery may be relatively unrelated to other attitudes and behaviors believed to characterize the "educated man" is strongly suggested by a variety of longitudinal studies of college graduates.

Recent research suggests the feasibility of a more direct assessment of growth and development. The possibility of observing behavior presumably directly relevant to educational goals seems to have unusual merit. Thus, if creativity is an educational goal, it is feasible to infer the degree of its presence from determining the number of creative behaviors the individual has engaged in rather than assuming that his academic grades reflect creativity or that his answers to a personality test provide a valid measure of this characteristic.

The argument here is not an anti-test or anti-rating one *per se*. It is rather a plea to avoid *indirect* measures of criteria if *direct* measures are available. The logic of this argument can be seen by tracing the methods commonly used to build standardized tests. An "aesthetic appreciation" test, for example, would probably be constructed by writing a large number of hopefully relevant items, using theories of aesthetic appreciation, previous research in the area, and personal hunches as bases for generating items. When technical matters regarding phraseology have been attended to, some empirical item selection technique will probably be employed. Items will be chosen which differentiate between noticeably different groups. For example, groups may be selected such that they are differentiated on the basis of the number of times they have visited art galleries in the past year, the number of symphony concerts or other classical recitals they have attended, the number of classical records they own or have listened to, and so forth. If an item reliably differentiates between such groups, it is retained as a valid indirect indicator of esthetic appreciation. A group of such items is taken as an empirically constructed test of "esthetic appreciation". Such a test, if carefully developed, could in fact validly differentiate between groups who differed noticeably from each other in behavior indicative of esthetic appreciation. But the test will never do this with perfect validity; and since it is possible to assess "esthetic appreciation behavior" directly, there is little point in substituting a less than perfectly valid indirect measure for the direct assessment. The indirect (test) measure may have important utility as a predictor, but its use as a criterion would be difficult to defend.

It sometimes happens that direct measures of criteria are extremely difficult to come by, or very costly to collect. In such instances, indirect or intermediate measures may be necessary as a practical reality. But the indiscriminant acceptance of objective tests as "proper" criterion measures is a temptation to be guarded against where more direct measures are available.

Needless to say, what has been said with respect to tests applies equally to ratings of various sorts. Just as tests may constitute direct measures of some criteria (e.g., if knowledge of the content of the Bill of Rights were taken as an objective of a government course, a test of that content would be a direct measure of the criterion) so ratings may represent direct assessments of other criteria. A criterion such as "popularity", for example, or "acceptability to supervisor" involves ratings which are direct measures of the criterion variable. But to use ratings of variables like "creativity", "originality", "flexibility", etc., rather than direct behavioral observations would seem to unnecessarily invite imprecision and unreliability.

Research Proposal D

Title: Criterion specification and assessment in higher education

Purpose: 1. To describe the range of characteristics which higher education purports to influence positively.

2. To provide direct measures of these characteristics

Procedures:

Step 1. Review relevant literature, including college catalogues, texts concerned with goals in higher education, faculty descriptions of ideal students, objectives of specific courses, and research relevant to educational goals and purposes.

Step 2. From this review, develop an exhaustive list of criteria. Attempt to provide operational definitions for each to avoid unnecessary ambiguity and as a first step toward reducing duplication.

Step 3. Submit the revised list to a large number of educational practitioners - teaching faculty, student personnel workers, college administrators. Ask each to rate the relevance of each suggested criterion in terms of his own educational efforts. A rating scale such as "This is a crucial objective in my work with students", "This is important but not crucial", "This is a minor objective to me", and "This is not an objective" would be satisfactory.

Step 4. Submit these ratings to a factor analysis for purposes of further reducing the list and identifying basic criteria. By performing separate analyses for various groups (e.g., science professors, humanities professors, student personnel workers, etc.) useful information regarding perceptions of the specific goals and opportunities of each would be obtained. Such information may suggest important hypotheses about the differential effects of various educational experiences and emphases.

Step 5. Appoint committees to develop measures for assessing those basic criteria for which classroom examinations seem unsuited. Instruct these committees to propose measures which are as directly expressive of the criterion in question as possible. The measures should permit assessment of status before college entrance as well as after various amounts of college experience.

It is embarrassing to discover the necessity of making Proposal D. Its call for more clear, precise answers to the question of what higher education is trying to do suggests a currently confused, ambiguous state of affairs. Such confusion is not generally characteristic of well-established, growing enterprises -- and is probably not characteristic of higher education either. There is no intent to degrade previous efforts at goal specification or to impute negative results to past educational efforts.

But we have it within our means to offer clearer criterion specifications than has been true in the past. Since the degree to which research efforts can assist the development of higher education is dependent on just such specifications, we can ill afford to be content with past achievements or with our current acceptance by the public at large.

Part II

Research Needs of Special Import to Student Personnel Workers

In Junior Colleges

It is perhaps a healthy sign that the most dominant concerns uncovered in the Chicago deliberations were pervasive in nature. The student personnel workers in attendance at the conference gave ample evidence of their grasp of the problems of higher education in general and of junior colleges in particular without regard to the provincial concerns which might be expected of a group of educational specialists. Yet their qualifications as specialists were equally apparent as they unearthed a number of research problems more or less the exclusive concern of the professional personnel worker.

These research problems lend themselves to classification according to type of information being sought. Some call for purely descriptive information; others seek correlational types of data; and still others seek the effects of certain experimental manipulations.

In this section, a sample of each of these types of research will be described. Projects have been selected on the basis of the writer's judgment regarding their importance and feasibility. While no detailed plans for investigating a problem will be provided, each is considered to be realistically researchable either with the aid of existing measures or by using measures which could be constructed on a priori bases with relatively little difficulty.

A. Needs requiring descriptive studies

1. One of the most omnipresent problems of comprehensive junior colleges involves the uneven development, attractiveness, and utilization of their terminal programs. While numerous factors have been postulated to account for this observation, there is general agreement that knowledge of local labor market conditions is often woefully inadequate. Present methods for becoming informed on local needs and for making dependable projections do not focus enough on the specific local situation which is frequently at variance with regional or national trends. Hence the research need: to establish a methodology for accurately assessing local labor market conditions and for making dependable projections regarding the employment needs of a limited geographical region. (A proposal to investigate the feasibility of regional centers to meet this need was outlined in one of the briefing papers).

2. Conference participants expressed a belief that recent research into the measurement of college environments was a potentially important development to junior colleges. The ecological notions implied by such assessment were believed to be fundamentally sound. However, junior colleges were believed to be sufficiently different from the types of colleges used in previous research on the college environment that special explorations of the dimensions of the junior college environment seemed desirable. The research need was seen as the identification of the major dimensions of the junior college environment, with the end result being the production of measurement devices suitable for describing this environment in any junior college.

3. The centrality of student characteristics as determinants of a wide range of philosophical, policy, and methodology decisions was widely accepted. Yet there was general concern that junior college officials knew relatively little about the student. Since the student personnel staff is generally given the responsibility for assessing and describing these characteristics, the conference participants were especially eager to close the gap between need and practice. Most participants agreed that further description of academic potentials was relatively unimportant. Assessments of other types of aptitudes and potentials were believed to be needed more. In general, the research need was to provide a comprehensive profile of the entering students at each junior college. This profile should encompass a description of major aptitudes, accomplishments, goals and aspirations, educational attitudes and values, and social class background.

4. As is true in most conferences of professional educators who have similar titles, surprise was expressed at the variety of ways to which staff time was being put. Informal observation suggested much greater emphasis on counseling at some schools than at others. And of those who emphasized counseling, there seemed to be differences in the degree to which this was a service devoted primarily to helping students make plans, to helping students resolve conflicts and overcome emotional handicaps, or to helping students improve basic educational skills. Such observations led to the expressed research need to provide a dependable description of the activities which occupy a student personnel staff and of the relative amount of time devoted to such activities. Findings relevant to this problem, while descriptive only, could be expected to be instrumental in stimulating and evaluating local planning as well as providing useful normative information.

5. Personnel programs, like any other enterprise, owe their success or failure primarily to the individuals who staff them. But the lack of a recognized discipline of student personnel work and a paucity of programs

for training junior college student personnel workers has resulted in many unresolved questions regarding desirable characteristics of staff. As a first step in reducing ambiguities in this area, conference delegates identified as a research need the description of the characteristics-particularly the work - experience and educational background--of present junior college student personnel workers. The importance of providing such a description for staff involved in each of several major types of activity - counseling, group advising, admissions, administration, etc., - was stressed.

6. Delegates were consistently sensitive to characteristics which distinguish junior college from other college students. They were agreed that the attitudes and expectations which characterize entering students play a significant role in the educational process. Frequently such characteristics seem to produce negative effects suggesting the need for pre-college information and counseling. Personnel workers concerned with the articulation and orientation functions in particular expressed the hope that information useful to the more effective performance of these functions could be provided. To this end, they cited a research need to describe the process of college choice among junior college students. Among junior college students, when is the decision to go to college made? When is the decision to attend a junior college made? On what bases are these plans formulated? Are there identifiable stages in the college choice process? Such descriptive information should provide helpful starting points for clarifying the nature of the articulation - orientation challenge.

B. Research needs of a correlational type

1. Considerable attention was paid to the well-known discrepancy between transfer aspirations and transfer behavior on the part of junior college students. There was general agreement that junior college students rate transfer curricula as more prestigious than terminal curricula. This results in a general reluctance to seek a level of training commensurate with potentials. But the spurning of terminal curricula was acknowledged as an inconsistent phenomenon; some terminal curricula were extremely popular, while at other schools programs of the same names were sparsely attended. These observations led to the development of the following research question: what factors are related to prestige ratings of various curricula? While some prestige differences will probably always exist, they tend to contribute to unrealistic planning by introducing irrational considerations; in this sense, they are undesirable. If substantial relationships exist between such rankings and "controllable" factors, some hope can be held for reducing the negative effects of prestige differentials. Delegates were

particularly eager to test the relationship between the prestige of terminal curricula and the occupational placement success each had enjoyed.

2. Conference participants were sensitive to the cooperative nature of successful educational experiences. They were agreed that isolated efforts by faculty and student personnel workers were much less potent than consciously integrated approaches. Yet concern was expressed that the mutual acceptance and respect which underlies such cooperation was too often lacking. This concern evolved into the research question, "What personal and situational variables are associated with faculty acceptance of student personnel workers?" A number of specific hypothese were offered. Among these, there was a strong feeling that the relationship between faculty acceptance and the awarding of academic rank and teaching responsibilities to personnel workers merited special attention. Other factors which were hypothesized to be related to faculty acceptance included previous educational experience, type of educational preparation for present student personnel responsibility, and relative time emphases given to various aspects of the student personnel program.

3. Despite awareness of the need for a broad, imaginative conception of student personnel programs, the centrality of counseling to such a program was widely recognized. Further, there was consensus that the extreme range of talent and opportunity which characterize junior colleges contributes to an especially strong press for assistance with effective educational and vocational planning. Despite several decades of productive research devoted to the measurement of aptitudes, interests, and personality and to the determination of the implications of these characteristics, disappointingly little information is available which is of direct value to the counselor attempting to assist junior college students with future planning. The practical need was stated as a research question: What are the characteristics (profiles) which differentiate among successful persisters in various programs and between successful and unsuccessful enrollees in a given program? Implied in this question are the following: correlation coefficients are inadequate means of helping counselors provide information to students; broad but long range criteria are most helpful; and a comprehensive set of student characteristics (not just academic ability measures) should be employed in research of this type.

4. The delegates, while relatively homogeneous with respect to responsibilities and devotion to education, were extremely diverse in patterns of educational and occupational experiences. Many of them, as administrators, had the responsibility of staffing their student personnel programs. The question of what makes for an effective personnel worker naturally arose; and the diversity of characteristics apparent

in this "successful" group offered no special clues. However, the participants were unwilling to conclude that effective and ineffective student personnel workers could not be differentiated. As a consequence, they formulated the research question: "What personal and experiential characteristics are related to effectiveness in performing student personnel functions?" Participants made it clear that, in seeking correlates of judged effectiveness, a broad range of characteristics should be considered including personality traits, specific educational preparation, and work experiences. There was the feeling on the part of some that there are important limitations to any training program (that personality characteristics and work experiences were of such importance that special training was often irrelevant). Research should cast light on this important question.

5. Since junior college student personnel workers, like junior colleges themselves, share concerns with both secondary schools and four-year colleges, it is not surprising to discover controversies which have engaged the attention of their "relatives" in these settings. One such controversey concerns the ratio of students to full-time counselors. In secondary schools it has become increasingly standard to seek a 300: 1 ratio; in four-year colleges the goal is more frequently 1,000 : 1 (and in reality frequently as high as 2,000 : 1). The controversy, when phrased as a research question, was stated as "What are the consequences (correlates) of various student-counselor ratios?" Illustratively, do schools where the ratio is 300 : 1, 500 : 1, and 1,000 : 1 differ in terms of student expressed need for assistance of various types, drop-out rate, faculty referrals (and other indicators of faculty acceptance), number of changes in program registrations, realism of student plans, etc? There was widespread agreement that at present this controversy might better be viewed as an empirical question than as a philosophical debate.

C. Experimental studies

This section has been reduced disproportionately to the amount of attention delegates gave to this type of inquiry. It is a tribute to their inquisitve nature and to their restless professional pride that they devoted so much discussion time to describing experimental approaches to recurring problems. To fully elaborate these stimulating ideas into research problems would require an inordinate amount of space and would be unnecessarily redundant in terms of describing the nature of the research need. Therefore, a restricted sampling of some especially promising projects is provided below.

1. As was mentioned earlier, there was recognition of the centrality of educational and vocational counseling in junior college student personnel programs. An apparent paradox was cited, however, by

the acknowledged prestige heirarchy within the counseling field. Both general observation and the limited research evidence agree that counselors perceive their efforts to help students deal with emotional problems and to overcome destructive attitudes and personality characteristics to be much more prestigeful than the less "dynamic" responsibilities assigned to educational and vocational counseling. The consequences are frequently reported as (a) unreasonable amounts of time devoted to psychotherapeutic activities at the expense of vocational and educational counseling and (b) unfortunate focusing in educational - vocational counseling on the emotional and irrational aspects of planning at the expense of information giving and rational thought regarding alternative plans. The consistency of experience relevant to the above observations suggests the following research problem: How can the prestige of educational-vocational counseling be upgraded? The implied necessity of active intervention in the hopes of altering the perceptions of practicing specialists suggests that the professional leadership in counseling will provide little assistance. Unfortunately, this judgment seems sound. It is probable that programs designed especially to provide the practitioner with a greater sense of pride, recognition, and challenge in his vocational-educational counseling will have to be instigated by prestigeful persons who are not professional counseling specialists. Imaginative programs designed to return vocational counseling to a prestigeful status in the perception of counselors will probably have to be instigated by educational administratives including Dean of Students. Such individuals have the capabilities of both inspiring counselors and of rewarding them in ways which contribute to perceptual learning. The research problem herein suggested will require thoughtful attention to the ways and means of accomplishing these ends.

2. The role of values in the educational enterprise has attracted much attention and controversy. That value development is a legitimate goal in education is increasingly accepted; similarly, the unavoidability of value imposition in educational (including counseling) settings is now widely recognized. But precisely what values are to be nourished is controversial. This has inhibited the development of value-oriented programs and has made ambiguous the interpretation of research on the question of the impact of education on value development. Conferees agreed (with no pretense at resolving all value issues) that we could accept at least one value orientation as a desirable educational goal. This orientation was described as one of rationality in which the individual adopts an essentially experimental frame of mind with respect to all his values, plans, aspirations, and attitudes. With this value, the student willingly tests the adequacy of his conceptions of himself and his world, entertains alternative possibilities, and seeks in rational ways to determine ever more useful and consistent perceptions

of life. To the extend that educational experiences are conducive to the development of such a value commitment they can be said to fulfill an important purpose of education. The challenge is a considerable one, and was perceived by the delegates as a research problem which studies the impact of contrived patterns of experiences (both curricular and extracurricular)upon value development. The probable importance of consistent and complementary experiences in the classroom and outside of the classroom led the delegates to emphasize, in planning experimental programs, the desirability of coordinating all value-relevant experiences. Stress was also laid on the importance of commitment to the development of a well-defined value on the part of educators. Assuming concensus regarding the educational relevance of a given value and the feasibility of consciously attempting to nourish it, the research problem calls for original approaches to communicating the value and to reinforce it through contrived educational experiences.

3. The academic adviser came in for a good deal of attention throughout the conference. His potential for exerting positive educational influences on his advisees was widely acknowledged; his failure to do so was as widely decried. While numerous hypotheses were offered to account for these observations, none was more convincingly argued than that concerned with advisor's attitudes toward individual students. Briefly, the general belief was expressed that advisory ineffectiveness was related to their failure to endorse attitudes which have come to characterize the "student personnel point of view" (respect for the worth and dignity of each individual, interest in and concern for his welfare, and acceptance of and valuing of his uniqueness). There seemed to be less question about the adequacy of this diagnosis than there was about the treatment implications. Hence the research problem suggested was what patterns of communication between student personnel workers and faculty advisers effectively promote the student personnel point of view in the latter? Delegates were not unaware of the fact they traveled a two-way street with advisers, and were not unwilling to permit faculty influence to modify their own views. Nevertheless, the research problem herein identified was purposely concerned with one-way attitude modification consistent with the diagnosis offered above. The relative value of various types of adviser training programs, the provision of various types of student data to advisers, and of other formal and informal communication in increasing the adviser's concern and respect for the student should be carefully explored.

4. Acceptance of the relevance of student needs for educational programming and services has stimulated and supported student personnel services in higher education. These services, reflecting concern for the uniqueness of each student, have traditionally involved one-to-one contacts between the personnel worker and the student. The rising

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tide of enrollment, coupled with limited student personnel budgets and a shortage of qualified professionals, has produced an imbalance in the supply of and demand for personnel services. Thus, long waiting lists and/or brief, superficial contacts characterize many of these services. In recognition of this situation, participants of the Chicago conference raised a practical research problem which challenges the assumption that one-to-one personal contacts are most effective. In brief, the problem suggested was comparing the effectiveness of less traditional, but more economical, procedures with one-to-one contacts. This research problem was felt to be especially relevant to vocational-educational counseling services and to advising programs. In addition to the alternative of working with groups rather than individuals, the delegates gave special support to the idea that "automated" or "programmed" experiences should be carefully evaluated. The possibility of writing a "programmed" text to handle most of the informational aspects of advising was acknowledged and the existence of a "do-it-yourself" educational skills laboratory was described. These illustrate conceivable "short-cuts" which should be studied in view of present and future exigencies.

5. The research problem of critically evaluating the effectiveness of each personnel service in meeting especially pertinent goals was a major theme of the conference. Delegates expressed the view that the difficulties inherent in evaluating services in terms of their impact on fundamental educational objectives might discourage any evaluation efforts. They expressed the view that less ambitious evaluations of limited goals were both practical and desirable. For example, they felt research aimed at the question, "Do orientation programs reduce freshman dropouts?", "Do activity programs promote student loyalty to the school?", "By which of several approaches to the dissemination of articulation information do pre-college students learn the most about the college?", and "Are vocational counseling interviews associated with increased realism in vocational planning?" was desirable and would be helpful. Even such incomplete and crude criteria as those suggested above were seen as essential ingredients to on-going research designed to continually improve student services and to discover more effective procedures.

6. Special mention should be made of a final concern of the delegates. Certain groups of junior college students were believed to present such unusual challenges to the school that entirely new programs may have to be instigated to meet their needs. At one time or another, conference participants shared their concern for the special problems posed by the failing junior college student, for the junior college student who cannot bring himself to voluntarily seek counseling, for the junior

college "resumer", and for the part-time junior college adult. The need for innovative programs designed to meet the problems posed by these "special" groups was apparent. The research problem posed was not basically different from that mentioned above - the importance of establishing the effectiveness of various approaches to these special groups. The concern illustrates well the nature of the professional problem faced by junior college student personnel workers. They cannot depend upon research to provide the innovative ideas designed to meet the challenges posed by a diverse group of students; neither can they depend on originality (nor staff meetings) to determine if the innovations were effective inventions. Creative thought and hard-nosed research together represent a team on which junior college student personnel services will hopefully increasingly depend.

Part III

Special Problems and Implications

That research is needed as a dependable foundation for the entire educational enterprise and as a necessary support to its elements - including junior college student personnel programs - is an undisputed but trite observation. The needs outlined in the preceding pages are not artifical needs; research focused on such needs will of necessity contribute to our broad understandings and provide intellectual supports for our programs and services.

But large scale research on a broad basis runs the risk of ignoring the truism that education makes its impact in the local situation.

However valuable it may be to understand the "big picture" - to characterize junior college staffs, programs, facilities, and students; to observe their interactions; to compare educational goals and aspirations with the realities of institutional and student potentials - it is likely that individual institutions will be more affected by and more likely to act upon local research than upon the broad generalizations emerging from comprehensive research efforts. In terms of local programs, this is entirely appropriate. The well-established diversities in student bodies (and the less well-established diversities which likely characterize faculties, communities, and institutional facilities) warn against the application of research generalizations to individual situations.

Thus it can be reasoned that the impact of research on junior college student personnel practices will be more potent when the research is based on local data than when it is reported as a general finding or a finding derived from some other school. In some ways, even a comprehensive review of needed research would be of little direct educational significance unless individual schools were able to find their own unique solutions to what may seem to be general problems.

This plea for local research is made with full recognition of the substantial roadblocks to its accomplishment. One can hardly imagine more negative inducements than those which surround the typical junior college student personnel worker. Day to day service demands leave him with no free time; his operating budget is austere and contains no research allowance; his institution is frequently too small to justify data processing installations; and he himself more often than not feels incapable of performing research and/or uninterested in getting involved with it. Whether these considerable handicaps can be overcome will determine whether or not research will play the key role it deserves in the development not only of student personnel programs but of the total range of junior college programs.

Investigation of local research potentials can cease when the decision that no financial support nor staff time can be found for it. To deny at least minimal support to research on the basis that "we just can't afford it" can be likened to a mythical medical policy of failing to check the efficacy of a treatment because such research is expensive. Just as medicine cannot afford to be "too busy" to research its methods and theories, so educators should regard a professional commitment to research as an inviolate trust.

But even if reasonable support is given, can enough local research be done to make a noticeable impact on educational practices? Realities regarding research capabilities and interests suggest that only a pitifully small number of junior college student personnel workers would be available for research activities. Further, without the aid of electronic data processing equipment, only limited research inquiry could be made. Few junior colleges could support the type of computer installation which opens broad research vistas. In the face of these considerations, the question of whether there is any realistic hope for programs of local research to exert significant influences in junior colleges must be raised. It should be clear from the foregoing analysis that if we are forced to depend on present conditions the answer is a negative one. But if conditions could be altered such that (a) at least minimal research budgets and staff and (b) adequate technical assistance can be provided, a more optimistic answer can be given.

An important key to opening the educational research door in junior colleges is efficiency. And the most obvious key to efficiency is cooperation. Cooperative efforts are needed in three critical areas.

1. Instrumentation. Frequent mention has been made throughout this report of the need for adequate measuring devices. A comprehensive assessment of student characteristics other than "standard" aptitude and achievement measures requires careful thought and sophisticated understanding of questionnaire-inventory construction. Similarly, the development of meaningful criterion measures - whether immediate, intermediate, or long range - is hardly a parlor game. Results which would accrue if each college handled such needs on its own would be considerably less valuable than if they pooled their talents and developed measuring devices which represented the best efforts of a team of professionals.

Many schools now construct their own "biographical inventories". Enough similarities exist to suggest that they have reasonably common objectives. Yet they will vary in their approaches to measurement and in their range of inquiry. The construction of a standard "Student Questionnaire" aimed at a comprehensive assessment of goals, attitudes, values, and backgrounds and representative of the best efforts of a pool of experts would produce both a superior instrument and one which would permit useful comparisons among schools.

A serious team approach to the criterion problem should be equally beneficial. Student personnel objectives vary from the most global educational accomplishments to specific services performed. Frequently the local investigator gives up on any evaluation efforts because of the impracticality of a total assessment of criteria. If objective means of obtaining at least a partial assessment were available it would make possible useful local research. Suggested means whereby various types of programs could be evaluated could be supplied. Measures of counseling success, of a financial aid program's success, of an orientation course's accomplishments, and so forth would encourage schools to examine these programs and to compare their results with alternatives. A research approach to improvement of services is likely to produce more dependable gains than the present vogue of holding a staff conference.

2. Data processing. A relatively few statistical procedures are applicable to a very broad range of problems. Once a computer program is written, the costs of providing analyses for a number of schools is relatively small.

Most schools cannot afford large scale electronic data processing equipment. It is only when such equipment is fully and efficiently utilized that its major advantages are realized. For most junior colleges, these advantages could be realized only through a cooperative plan whereby centralized computer facilities were made available to all.

The types of problems suitable to such cooperative efforts are not fully known. Certainly the provision by external testing programs of centralized prediction services has demonstrated the feasibility of this idea. No doubt centralized services for statistically differentiating various groups - graduates from non-graduates, curriculum 1 from curriculum 2, and so forth - would be immediately feasible. Similarly, a service for providing a thorough analysis of the freshman class profile could be reasonably supplied. Services for performing other potentially useful types of analyses - for example, factor analyses or statistical tests of differences among groups with both pre- and post-test scores - can easily be imagined.

The plea here is to take advantage of the immense research potentials which computer technology has made available. To do so, wide scale cooperation will be necessary.

3. Research consultants. What was said earlier about the research capabilities of student personnel workers should not be taken as scepticism regarding their curiosity or eagerness to learn from research. But the handicaps which their lack of technical research background impose cannot be denied.

The realism of finding a local research specialist or of being able to invite in a research consultant on demand is dubious. But the prospect of having continuous consulting services available through the cooperative employment of a few specialists is reasonable. Technical consultants can be expected to translate campus problems and questions into research designs, to be familiar with suitable measuring devices, to recognize the capabilities and limitations of available data processing facilities, and to interpret the statistical meanings of research findings.

Such consultative assistance should provide a valuable resource to the practitioner who all too frequently has a sophisticated grasp of research problems but little training in the ways and means by which the problem could be studied.

Cooperative ventures such as those outlined above will require certain budgetary and personnel commitments. Regardless of the extensiveness of centralized services, a liason with local personnel will need to be maintained; time for the local formulation of problems and for many data gathering operations must be provided. The centralized costs must be shared.

The amount of budgetary commitment required depends on the extensiveness of services made available and on the number of cooperating institutions. At present, assuming interest on the part of 100 - 200 junior colleges, it is safe to conclude that a meaningful central research service could be established at a cost of (a) one dollar per students, (b) a local commitment of one-half time from one professional person, and (c) a local commitment of one full-time clerk, and (d) a small operating budget of around $500.

Before outlining some recommendations, it is desirable to describe one further research need. This refers to the omnipresent problem of translating research findings into action programs. One need not look far to discover practices on his own campus which research has shown to be ineffective, or discarded programs which research established as effective. All too frequently, research seems to be an isolated intellectual exercise whose purpose is to provide its author with a publication or to permit him to complete requirements for a master's or doctor's degree.

Factors which support attitudes of disinterest and rejection of research as a problem-solving method need to be better understood. Then methods for altering such attitudes should be investigated. Knowledge of effective means for increasing the role of research in education would contribute as much or more to improving the entire educational enterprise as any of the proposals outlined in the preceding discussion. The pursuit of such knowledge constitutes one of the most important research needs in higher education.

Recommendations

The basic questions outlined in Part I of this report represent both urgent needs and severe research challenges. Procedural suggestions offered in Part I deceptively oversimplify these problems. Data collection and other problems of implementation were ignored for the sake of brevity. If significant progress toward the answering of these questions is to be made, some ambitious and expensive research projects will need to be instigated. Hopefully, foundation support (or other support) can be found to permit investigations into the questions outlined in Part I. Specifically, it is recommended that the American Association of Junior Colleges actively enlist the interest of research agencies to explore these problems and assist them in their quest for funds. This recommendation applies to the following projects:

1. The nature, consequences, and implications of role expectancies held by various "publics" concerned with junior college development.

2. The status and potential of educational resources in America.

3. A systematic investigation of the relationship between student characteristics and a variety of educational outcomes.

4. A basic inquiry into the criterion problem in higher education.

Important as these basic projects are, a successful attack upon them will not meet all the research needs uncovered by the delegates to the Chicago conference. Three additional recommendations can be made.

Recommendation 2. In view of the extensive interest in reasonably circumscribed problems such as were illustrated in Part II of this report, the American Association of Junior Colleges should extend its efforts to encourage junior college personnel to conduct such studies by (a) reviewing statements of research needs, (b) thoroughly disseminating information regarding sources of support for such projects, and (c) seeking additional ways of encouraging and supporting such research.

It is particularly unfortunate that the provisions already made by the U.S. Office of Education are not widely known and understood. Likewise, it seems regrettable that communication with graduate advisers in student personnel training programs is not more complete. Many of the projects suggested in Part II would make suitable dissertation topics.

Recommendation 3. The American Association of Junior Colleges should investigate the feasibility of providing a centralized research service under its auspices. This service would perform the functions outlined in an earlier section of Part III. The AAJC is seen as the most logical agent for providing this need.

Recommendation 4. Every effort should be made by the AAJC to encourage the utilization of relevant research findings in junior college planning and decision making. This recommendation is meant to imply that consistent stress on the importance of research-based knowledge become standard in AAJC policy and practice. It is also intended to suggest that AAJC might well attempt to stimulate research inquiring into the question of how research findings can be effectively translated into practice.

The strong research bias of this report is evident and intentional. No apology for it is offered, though explicit recognition that research will not resolve all problems of higher education is hereby granted. The inescapable fact is that perhaps our most potent intellectual resource, research, has been woefully neglected as a means to the resolution of education's problems. This report is a plea to right this wrong and to suggest the directions we might most profitably point to improve the future.

Section V

CRITICAL ISSUES AS REFLECTED IN SEMINAR DISCUSSIONS: A BRIEF SUMMARY BASED ON A REVIEW OF RECORDERS NOTES AND TAPE RECORDINGS OF THE SEMINARS

Marie R. Prahl
Director of Guidance Services
Flint Community Junior College

Special Note: The names of the seminar leaders, consultants, presenters, research specialists and recorders assigned to the seminars are listed in the conference program in Appendix B.

The Seminars

On Wednesday and Thursday eight seminar sessions were held to give delegates an opportunity to discuss four topics that were designed to elicit the critical needs for research in student personnel services in the junior colleges:

I. The nature of the junior college climate as it relates to achievement of student personnel objectives

II. The significant characteristics of junior college students

III. Essential elements of an effective guidance program

IV. The staffing requirements for an effective student personnel organization

Each session led off with a review of the delegates' primary concerns in the area under discussion. Consultants added their observations and the seminar leader conducted the ensuing discussion among the delegates.

The many questions that were voiced have been summarized in the following pages to show the direction and emphasis of the delegates' concern for answers that might be found through research and study.

I

Seminar I: The Nature of the Junior College Climate As It Relates to Achievement of Student Personnel Objectives

Consensus:

We need to know more about the junior college environment and climate and its relation to the achievement of institutional purposes.

Rationale:

If we learn what factors create the college environment or climate, we can study the relationship of these factors to the achievement of institutional objectives. When we discover significant relationships between certain factors in the college environment and institutional objectives, we can consider modification, change, or reinforcement of those factors that relate significantly to institutional goals.

In the past man has manipulated environment or experimented with climate control to produce desired results.

In recent years we have described "college environment" and "college climate" asking if we could manipulate or control it as a means to institutional ends.

The theoretical question is:

What is the relationship between college environment or climate and the achievement of institutional objectives?

The practical question is:

How can student personnel workers help create a college climate that will facilitate or support achievement of institutional objectives?

Our need to know what we mean by "college environment and climate" is obvious in our questions:

How can we describe or "measure" college environment or climate? When is it "favorable" or "unfavorable"?

What factors contribute to the prevailing climate in a junior college?

Faculty training and experience?
Communication channels?
Degree of institutional autonomy?
Faculty-student involvement in policy-making?
Age and developmental level of institution?
Size? Campus facilities?
Characteristics of student population?
Institutional policies and regulation?

Understanding college climate will raise the possibility of using climate to support institutional goals:

How can college climate be conducive to learning?

How does college climate affect motivation?

How does college climate relate to institutional image?

How does college climate affect student expectancies? behavior? participation? achievement? morale? values?

II

Seminar II: The Significant Characteristics of Junior College Students

Consensus:

We need to know more about the students who come to the junior college if we want to develop our unique role among educational institutions.

Rationale:

If we know the characteristics of students who attend junior colleges, we can study this knowledge for a relationship to the educational progress of students. When we discover significant relationships between certain student characteristics and student development, we can make predictions. Predictions could help us if we are looking for improved bases for (1) selection and retention, (2) admission to curriculum, (3) vocational counseling, (4) prescribing remedial work, and (5) job placement.

Previously most of our studies of junior college students focused on the relation of aptitude test scores, high school records, and grade point averages.

Recently we are inquiring about non-cognitive factors because we suspect they may have an equally important relationship to educational success.

The fundamental question is:

What knowledge of junior college students is most useful in predicting and promoting student success.

Some delegates asked the question this way:

What basic data on students is essential to fulfill student personnel objectives?

When and how can these data be collected?
Where and how should these data be used?

The tasks and the problems that face us in the junior colleges are reflected in the questions we ask about student characteristics:

How can we use more knowledge about our students to provide meaningful programs for those with limited academic ability?

How can we use more knowledge about our students to provide exploratory programs for those who are vocationally undecided?

How can we use more knowledge about our students to build curricula, to improve instructional methods and to develop co-curricular activities?

III

Seminar III: Essential Elements of an Effective Guidance Program

Consensus:

We need to know the value of what we are doing in our current guidance programs to assure greater support for the institutional goals of junior colleges.

Rationale:

If we define objectives and establish criteria whereby we can measure the effectiveness of our guidance programs, we can with more foresight and objectivity recommend direction and development for the future.

In the beginning student personnel workers in the junior colleges looked to student personnel programs in four-year colleges or guidance services in high schools for patterns of operations.

For some years student personnel workers in the junior college have advocated building guidance programs that reflect the needs of junior college students and that support the educational role of junior colleges.

The basic question is:

How good are current guidance programs for junior college students?

Some delegates asked the question this way:

What are the essential elements of an effective guidance program for
- a private junior college?
- a public junior college?
- a new junior college?
- a well-established junior college?

Delegates showed concern over the increasing number of students:

How can we change our programs to reach more students?

How can we use group techniques?

How does group advisement compare with advisement on an individual basis?

How can we validate priorities among our responsibilities?

What can we learn about counselor load and the uses of group and individual counseling?

Delegates questioned the assumed benefits of regulatory policies:

What are the positive and negative effects of probationary and retention policies?

Delegates were asking for justification other than "faith and reason" for:

Orientation programs

In-service training for faculty advisors

Admission and terminal interviews

High school articulation

Delegates suggested the opportunity to learn from each other:

Can we establish centers that will help answer our inquiries about guidance objectives, policies, and techniques?

IV

Seminar IV: The Staffing Requirements for an Effective Student Personnel Organization

Consensus:

We need to know what work all junior college student personnel workers, but especially counselors, perform in promoting student welfare.

Rationale:

If we evaluate what people are doing in student personnel, we can better determine what kinds of people and what kinds of training are needed to do an effective job.

It may be that recommendations on staffing and training should be made only after more study of what is essential in guidance programs.

Most often in the junior colleges people have been moved into student personnel work from successful teaching experience or counseling in high schools or college. In many instances student personnel work carries administrative responsibilities.

More recently we are asking if general and specialized training in student personnel work is essential to the development of effective guidance programs. Should we train people especially to be student personnel workers, especially in the junior college?

The first question is:

Who does what in student personnel work in the junior college?

The second question is:

How and where and when can we train them to do an ever better job?

Delegates agreed that we should endorse:

A comparison of the effectiveness and costs of (1) faculty-wide advisory system, (2) professional counselor systems, (3) combined systems, as used in junior colleges of varying sizes and types.

A general survey of student personnel staff in the junior colleges.

Case studies of the student personnel programs of a few selected junior colleges.

Delegates asked that we test some of our assumptions:

Is student personnel work in the junior colleges different?

Does successful teaching experience affect success as a junior college counselor?

Does experience in industry affect success as a vocational counselor in the junior college?

Are trained counselors in the junior colleges more effective than those without specialized training?

Delegates suggested:

Internships for student personnel workers

Career research centers to cooperatively counsel and train

Greater knowledge of data processing among student personnel workers

Delegates were concerned with the "image" of student personnel workers:

Do they need to be perceived as qualified to teach?

What are their most critical competencies?

What attitudes do they show toward minority groups, older students, various socio-economic groups?

How do they perceive their roles?

* * *

In summary:

We want to know how to do our job better and for this end:

1. We want to evaluate our programs in student personnel.
2. We want to know how to train people to be better student personnel workers in the junior colleges.
3. We want to know how a greater knowledge of our students can help us in our work.
4. We want to know how a greater knowledge of college climate and environment can make our work more effective.

Section VI

A REVIEW OF DELEGATE RESPONSES TO DEVELOPMENTAL GUIDELINES FOR JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

Max R. Raines, Staff Director
for the National Committee

Developmental Guidelines for Appraisal of Junior College Student Personnel Programs

In deliberations prior to the research conference, members of the National Committee frequently pointed to the need for a set of standards by which junior college student personnel programs might be appraised. Aside from the concise and well conceived bulletin written by McDaniel on Essential Student Personnel Practices for Junior Colleges[1], very little appraisal material was to be found either in related literature or in the statements of regional accrediting agencies.

McDaniel identified 15 essential practices but was understandably cautious in formulating statements for appraisal without the benefit of some consensus among student personnel practitioners in junior colleges of various regions of the country. After reviewing McDaniel's bulletin carefully, the Staff Director realized that the research conference provided an excellent opportunity for consideration of a series of guideline statements by the fifty delegates. Drawing heavily upon many of the concepts developed by McDaniel and upon visits to a considerable number of junior colleges, a series of statements was drafted for the consideration by delegates.

To achieve the maximum interaction and discussion, delegates were assigned to regional teams and requested to review critically the proposed guideline statements. Their critical analysis resulted in several conclusions:

1. It is possible to formulate broad guidelines which junior college practitioners can agree upon regardless of regional, institutional, and experiential differences.
2. Guideline statements must be viewed with considerable reservation until they have been verified by well conceived research studies.
3. Discussions of tentative guideline statements by experienced practitioners are beneficial in clarifying and conceptualizing the purposes of student personnel work in junior colleges.
4. In the absence of empirical evidence, guideline statements are more likely to foster program development if used within the context of institutional self-study rather than in any external appraisal by "visiting firemen."

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[1] McDaniel, J. W., *Essential Student Personnel Practices for Junior Colleges*, American Association of Junior Colleges, 1962.

Following the conference, the Staff Director examined the recommendations and suggested revisions of delegates concerning the 132 guideline statements submitted for their consideration. Their helpful suggestions and comments led to a major revision in the statements. A tendency in the revision to move from the specific to the general was noted.

The revised set of Developmental Guidelines[2] was then mailed to each delegate for his review and response. The revised form requested the delegate to supply an auxiliary verb for each statement or sub-statement. The purpose of the auxiliary verbs were to determine the degree of imperativeness which delegates might assign to any of the statements. The choices of auxiliary verbs were as follows:

must - essential for producing effective programs.

should - definitely desirable but not essential for producing effective programs.

might - could be desirable, depending on the circumstances or nature of a particular college or program.

need not - of little or no consequence in program development.

A tabulation of the responses from 49 delegates ranged from a high degree of imperativeness to a limited degree of imperativeness as illustrated in responses to the following statements:

> 1.1.2 College Policies. The major policies, regulations, and operational procedures of the college which pertain to the student personnel program, (1) (36 must - 10 should - 0 might - 0 need not) be stated in a definitive manner, (2) (40 must - 6 should - 0 might - 0 need not) be consistent with the stated objectives of the college, and (3) (40 must - 7 should - 0 might - 0 need not) be in keeping with the needs of students as well as institutional needs.
>
> 10.0.8 Health Insurance. Opportunities to obtain health and accident insurance at modest rates (7 must - 31 should - 7 might - 6 need not) be provided for students and opportunities for representative students to participate in decisions concerning suitable coverage (2 must - 20 should - 18 might - 6 need not) be provided as a part of their health education.

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[2] The Developmental Guidelines, as revised, are reported with responses of delegates in Appendix F.

The reader can immediately recognize the differences in the responses of delegates to these two statements. Several respondents commented that they found it quite difficult to use the word must because it conveyed a sense of absolutism not warranted in the absence of empirical evidence.

A tabulation of "must" responses indicated that a simple majority (25 respondents out of a possible 49) selected the "must" response for 93 of the 196 items (approximately 47%). The consensus on 47% of the items might be viewed as somewhat encouraging but it is quite possible that the value of the consensus is reduced by lack of discerning quality in some of the items or statements. This is a matter which each reader will have to determine for himself.

In order that the outcome of this initial effort to identify guidelines might be brought into focus, the writer decided to concentrate on those statements and sub-statements which at least 25 respondents selected as a "must" item. These 93 items served then as a basis for a descriptive characterization of an effective junior college student personnel program. Obviously, any such characterization omits many elements which may be of equal or greater significance. Some liberties were taken in paraphrasing the items into a characterization of the "effective" program; however, the writer believes that the meaning has not been altered in any substantial way.

A Characterization of the "Effective" Program as Reflected in the Responses of Delegates

Institutional Setting

An effective student personnel program is most likely to flourish in a junior college which has carefully defined its objectives in terms of the specific educational outcomes it is seeking. The college staff will have been involved in the formulation of the objectives and will have obtained an endorsement of the objectives from the governing board of the college. Once drafted, the stated objectives are used as a basic and continuing frame of reference in evaluation of the total college program. The objectives themselves are re-appraised periodically and revised as the need indicates.

College policies, regulations, and operational procedures are internally consistent with the objectives of the college. The needs and welfare of students are of particular concern in the implementation of college objectives through development of a student personnel program. The nature, scope, and objectives of each facet of the student personnel program are stated definitively; represent the cooperative efforts of the student personnel staff, the faculty and the administration; and are expressed in a form that makes them usable as a base for evaluating the student personnel program.

The student personnel program is coordinated and supervised by a single administrative officer who has direct access to the chief administrator of the college. A rationale for staffing major facets of the student personnel program is carefully conceived and the rationale reflects concern for congruence of the staff assignment with the levels of training background, experience, and personal qualities necessary to effective performance of the assignments. In addition, adequate clerical assistance is employed to insure that student personnel workers may devote their attention to the professional tasks for which they have been trained. Facilities for conducting student interviews are sufficient in number, arrangement, and privacy to encourage use by students and college staff members.

If members of the student personnel staff are assigned institutional research responsibilities, adequate arrangements are made to insure that students needing individual attention will not be penalized by the loss of contact time involved in research efforts.

Members of the student personnel staff are serving on major committees of the college that are concerned with significant facets of the total college operation. There is evidence that the student personnel staff is involved with faculty in matters of mutual concern such as empirical studies of the appropriate entry requirements to various courses and curricula. Those college staff members who serve in part-time capacity such as curricular advisors, activity sponsors, admission interviewers, etc. demonstrate an understanding of and favorable attitude toward their assignments and are cognizant of the relationship of their assignment to the total student personnel program.

Appraisal of Student Characteristics

Information concerning the nature and progress of students is collected in cumulative fashion and is organized in such a way that it can be used effectively in understanding the nature of individual students as well as the nature of the student body as a whole. Studies of student characteristics are used to clarify student needs, evaluate student progress, and as a basis for institutional planning (programs, staff, facilities, etc.)

The rationale for the college testing program is consistent with the types of students that are to be tested. Results of the testing program are used not only to benefit the institution, but also to assist the individual student and to improve the teaching situation for the faculty. Continuous efforts are made to validate the college testing program through well conceived empirical studies.

Orientation and Articulation

While orientation responsibilities may be shared by many college

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Orientation and Articulation

While orientation responsibilities may be shared by many college *staff members and students, a student personnel staff member is in charge of the orientation process and coordinates the use of staff, physical facilities, and interpretative materials. College publications present accurate interpretations of opportunities and requirements of the college. Opportunities to share in the evaluation of orientation are provided to participants.*

Responsibilities of the student personnel staff in articulation efforts with high schools will have been clearly defined. In matters pertaining to senior college articulation, student personnel staff members demonstrate an awareness of important differences among senior college (e.g. curricular requirements, academic standards, entrance requirements, campus climates, etc...) which may be pertinent to the adjustment of transferring students. Methods for up-dating and for interpreting this information to students and faculty are devised.

The Admissions and Registration Processes

The policies and procedures employed in the admissions and registration processes are carefully integrated and interpreted to students, "feeder" high schools, and the "receiving" senior colleges. These processes produce an adequate foundation for the development of student personnel as well as official records and these records contain basic information pertaining student's background and development. The information is recorded and maintained in such a manner as to facilitate assessment of academic potential and to reflect both academic and non-academic achievements. Procedures for maintaining the confidentiality of records are in evidence.

The admissions processes facilitate and foster opportunities for incoming students to review their educational plans with counselors and advisors prior to enrollment. Registration procedures provide safeguards to insure that requirements for entry into various courses and curricula are maintained and that there are appropriate controls over class sizes, dropping, adding, and withdrawing procedures, etc.

Any probationary and retention policies are clearly defined and interpreted to the students, the faculty, and other institutions and these policies are consistent with the institutional philosophy and objectives.

The Counseling and Advisory Program

If group guidance techniques are employed in the program, they are based on continuing efforts to identify and clarify student needs. Any requirements concerning who shall be enrolled in group guidance, the length of the program, the credits, the grading system, etc. are *derived from carefully developed rationale that is consistent with the needs of students and the objectives of the institution. Those who are assigned to conduct group guidance sessions possess the personal qualifications, background and interest to provide productive group guidance experiences for students and are actively involved in a continuing in-service training program.*

If faculty members are used as advisors for students, the complimentary roles of the faculty advisors and the professional counselors will have been clearly defined. There will be evidence of understanding and acceptance of the purposes and scope of advisory functions as related to professional counseling responsibilities. The advisory program is under the general direction of a professionally trained student personnel staff member.

Those faculty members who serve as advisors are actively involved in an in-service training program, and reflect a willingness to follow systematic procedures necessary for maintaining an adequate advisory system. These advisors also reflect a capacity to respond effectively to students in individual conference situations and a readiness to make themselves available to their assigned advisees.

Written information pertaining to the advisory system is readily accessible and deliniates the specific responsibilities of advisors, describes junior college and senior college requirements, provides adequate descriptions of the content of junior college courses, and identifies referral or informational sources for various types of problems encountered. The advisory system insures that each advisor is provided adequate background information for each of his advisees.

The coordinator of counseling services is a professionally trained staff member with at least the equivalent of a Masters Degree in Counseling or a closely related field and has had sufficient background and experience to supervise the work of other counselors on the staff.

The rationale for determining the role and the number of professional counselors in the program will have been carefully thought out and the standards for counseling set forth in the rationale will reflect concern for appropriate professionalism. There will be a reasonable congruence between the counselors professional job description and the actual day-to-day assignments and tasks he performs. Counselors will view themselves not only as trained specialists but also will be committed to the broader purposes of the student personnel program and the institution.

A basic plan for recording the progress of counseling interviews is implemented. Policies for protecting the confidentiality of counseling information are well understood and maintained. If diagnostic testing instruments are used, they will be employed in a thoroughly professional manner. No counselor will use a diagnostic device without having received sufficient professional training and supervision prior to its use. All members of the counseling staff will be involved in cooperative and continuing efforts to appraise *the effectiveness of the counseling service.*

The Student Activities Program

The specific objectives of the student activities program are clearly defined and are consistent with the objectives of the college. One member of the student personnel staff serves as supervisor of the student activities program with assistance from additional members of the college staff. Written policies and procedures for operating the student activities program are readily available to participants and will have been developed through cooperative efforts of the coordinator, student leaders, and faculty sponsors. Staff assistance is readily available to students for initiating activities which are of interest to them and which are in keeping with institutional goals.

Students are encouraged to assume leadership responsibilities and are provided structured as well as informal opportunities to develop leadership skills. Concern for a diversified program of activities by the governing board of the college, by the college staff, and by the students themselves is evidenced in the provision of adequate funds to operate a diversified program.

Student Financial Assistance

A systematic rationale for administering scholarship awards, grant-in-aids and loans is available and implemented through written policies and procedures that are consistent with college and student personnel objectives. There is evidence of periodic review of the criteria used in selecting students to determine validity of the criteria as reflected in the educational progress of recipients.

The Health Program

The nature, scope and objectives of the health program are defined and related to the broader objectives of the student personnel program and the college. The health program is coordinated by a college staff member with the medical knowledge and experience in dealing with health problems. Health records concerning the general health or physical disabilities of students are maintained in a confidential file that is available only to authorized personnel. Procedures for handling emergencies are carefully defined, publicized and interpreted to all students and college staff members.

The Housing Program

The college has defined its role and responsibility pertaining to the degree of supervision of off-campus housing which it is willing and/or able to assume. This policy is interpreted to landlords and student tenants and to the parents of students under the age of 21. If on-campus housing is provided, the purposes of the residential housing program extend beyond custodial care and are consistent with the educational objectives of the institution. One member of the student personnel staff is assigned responsibility for coordinating the housing program.

In reading the tentative characterization of an effective student personnel program, the reader will recognize a recurrent theme for the various facets of the student personnel program:

1. The purposes and scope must be clearly defined.
2. One person, preferably a professionally trained staff member, must serve as coordinator.
3. Staff members must have clearly defined assignments and be professionally qualified to perform them.
4. Evaluation procedures must be built into the program and must use the institutional objectives as a basic frame of reference for the evaluation.

Who can disagree with this? As Dr. Hoyt suggests in his opening statement, it is difficult to find anyone who will not extoll the virtues of research. Perhaps then, the effort to develop a set of guidelines represents little more than a collection of votes for "God, mother, and country." There seems to be considerable evidence that any movement from the general to specific tended to reduce the level of imperativeness in the responses of delegates.

Ultimately, qualitative criteria based on empirical evidence must be identified. Until that time arrives, the escape valves of "appropriate," "effective," "meaningful," "adequate," etc. will be required. In the meantime, it probably won't be a fruitless effort for practitioners to engage in institutional self-studies to determine if they might be giving more praise than service to "God, mother, and country."

Appendix A

PROPOSAL FOR RESEARCH DEVELOPMENT CONFERENCE SUBMITTED TO U. S. OFFICE OF EDUCATION

DEVELOPMENTAL ACTIVITIES PROGRAM

Submitted to the U. S. Commissioner of Education
Under the Provisions of Public Law 531

Project Title : Conference to plan research on junior college student personnel programs.

Submitted by : Flint Community Junior College

Initiated by : Max R. Raines, Assistant Dean (on leave)
Flint Community Junior College
Flint, Michigan 313-238-1631, ext. 445
and
Staff, Director, Project for Appraisal and Development of Junior College Student Personnel Programs

Signature: Max R Raines

Transmitted by : Lawrence L. Jarvie
General Superintendent of Community Education
Flint, Michigan

Staff Liaison : Mrs. Polly Greenberg
Cooperative Research Division
U. S. Office of Education

Date Transmitted : February 3, 1964

Abstract

Background. In August, 1963, Carnegie Corporation provided a grant for a two-year study of student personnel programs in junior colleges. Direction of the study was subsequently assigned by the American Association of Junior Colleges to an independent national committee of prominent educators under the chairmanship of T. R. McConnell. The committee recommended that a research development conference be organized involving junior college practitioners, committee members, and additional research specialists. Delegates (one each) from 50 selected junior colleges and 22 outstanding consultants will convene at the University of Chicago during the week of April 12, 1964.

Conference Objectives. The objectives of the conference are (1) to clarify student personnel problems in the junior colleges, (2) to produce a statement of research goals and methods of implementation, and (3) to stimulate research initiative among junior colleges.

Conference Procedures. Procedures for the conference have been designed as follows:

(1) Briefing papers prepared by junior college specialists and covering important facets of student personnel work will be provided for delegate review prior to the conference.

(2) Four *Analytical Papers* on societal forces, manpower requirements, philosophical foundations, and student characteristics will be presented by national authorities during the first two days of the conference. Synthesis of the *Analytical Papers* will be sought by a panel of additional authorities.

(3) During the third and fourth days, critical problems, research needs, and research goals will be identified with leadership from research specialists in four seminars pertaining to appraisals of (a) the junior college environment as it relates to student personnel objectives, (b) the significant characteristics of junior college students, (c) the essential elements of an effective guidance program, and (d) the staffing requirements for adequate student personnel organization. [Following the conference, the briefing papers, *Analytical Papers*, and seminar proposals will be synthesized and drafted into short-term projects and long-range studies by a highly skilled research specialist. He will, in turn, present his written proposals to the national committee for appropriate implementation.]

(4) An instrument designed to secure comprehensive descriptions of junior college student personnel programs will be presented to delegates on the final day of the conference. During the summer following the conference, each delegate will use the instrument to prepare a comprehensive description of his student personnel program. Subsequent analysis of the descriptions by the committee's staff director is viewed as an important step in developing evaluative criteria for junior college student personnel programs.

Description of Activity

Recent statements of the Educational Policies Commission[1] stress the critical need for educational opportunities beyond high school. Their sweeping recommendation of free tuition for the 13th and 14th years was justified as follows:

> The goal of universal education beyond the high school is no more utopian than the goal of full citizenship for all Americans, for the first is becoming prerequisite to the second.

The implications of their recommendations are particularly significant for development of junior colleges and will conceivably outdate predictions of John Gardner[2] expressed in the 1960 report of the President's Commission on National Goals in Education:

> We are moving toward more explicit recognition of the diversity in our higher educational institutions. An important ingredient in this diversity is the junior or community college.... States should expect these institutions to take care of a substantial percentage of the future college population (perhaps fifty percent of all who enter college for the first time).

The Congress of the United States has also called attention to the central role of junior colleges in a special section of the Educational Facilities Act. Significant awareness of the contributions of junior colleges is already illustrated in many state plans for higher education.[3]

The laity is demonstrating an increasing awareness and acceptance of junior college education in various magazine and newspaper articles. A notable example is the feature article on the growth of junior colleges receiving front page prominence in a recent issue of the *Wall Street Journal* (December 26, 1963).

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[1] *Universal Opportunities for Education Beyond the High School*, Educational Policies Commission, 1964, National Education Association of the United States, 36 pp.

[2] John W. Gardner, *National Goals in Education*, Goals for Americans, The Report of the President's Commission on National Goals, Prentice Hall, Inc., New York, 1960, Chapter 3, pp. 81-100.

[3] T. R. McConnell, *A General Pattern for American Public Higher Education*, McGraw-Hill Book Company, Inc., New York, 1962, Chapter VII.

If the junior college movement is to fulfill its role in the crucial years ahead, it must examine and strengthen every aspect of its potentiality. Unencumbered by stultifying tradition "the people's college" stands ready for intensive self-examination.

Effective guidance is crucial...

Many junior college authorities feel that junior college potentialities cannot be achieved unless there is effective guidance and counseling. In fact, Medsker[4] (after conducting a national appraisal of junior colleges) stated flatly:

> One can predict that if the junior college does not properly distribute students among programs, the whole idea of the junior college will fail....

Student personnel work is not a sideline...

In the absence of sufficient attention and leadership, student personnel efforts sometimes reflect a naive and nostalgic notion that adequate guidance will be achieved by a group of dedicated instructors "doing what comes naturally" or by kindly administrators who "love students." While the contributions of capable faculty members and administrators are mandatory, the increasing complexities of the nation's occupational structure, senior college requirements, student diversity, predictive indices, etc. suggest that the compatible and collaborative roles of administrators, instructors, and student personnel workers must be clearly stated.

Research data are urgently needed...

The purposes, contributions, weaknesses, and potentialities of student personnel programs in junior colleges need clarification. Both short-term and long-term research projects are needed to increase understanding of student characteristics, staffing requirements, community manpower needs, promising personnel practices, evaluative criteria, etc. Careful analysis of student progress is essential to the appraisal and development of effective student personnel programs.

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[4] Leland L. Medsker, "The Crucial Role of Student Personnel Services in Junior Colleges," (an unpublished paper presented at the 1961 convention of the American Personnel and Guidance Association).

Carnegie Corporation recognized the need for a national appraisal...

Concern for appraisal and development of junior college student personnel programs was demonstrated by Carnegie Corporation in their provision of $104,000 for a two-year study and in their suggestion that a committee of nationally prominent educators[5] be appointed to guide the study. T. R. McConnell, of the University of California, accepted the chairmanship of the committee composed of authorities in the social sciences and education.

A research development conference is essential...

Recognizing the values of a research development conference, the committee charged its staff director with the responsibility of identifying appropriate junior college delegates and with making necessary arrangements for the conference. Consequently, delegates (one each) from 50 junior colleges throughout the nation have accepted invitations to participate in a research development conference scheduled for the week of April 12, 1964, at the University of Chicago's Center for Continuing Education.

The importance of the conference is highlighted by two interrelated factors. First, the current vogue of studying the junior college has produced an increasing volume of external requests for data. While these requests may be fully justified from the investigator's point of view, resistance to external requests is mounting among junior college administrators. At a recent meeting, Michigan junior college administrators (while sympathetic to research studies) agreed that limited staff resources necessitated rejection of further requests unless concrete benefits to their institutions could be shown. A similar attitude has been expressed by some administrators in California and Florida.

Secondly, the expressed enthusiasm for the conference reflected in the letters of acceptance from participating institutions and their specific commitments to cooperate in follow-up research efforts approved by the committee underscored the importance of the conference in gaining active cooperation from the participating institutions.

With assistance from veteran practitioners and capable specialists, it seems likely that the committee can produce research findings of lasting and significant value for the appraisal and development of junior college student personnel programs.

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[5] Committee members are listed on page 164 of this report.

Participating institutions were carefully selected...

Selection of participating junior colleges[6] was based on the written recommendations of more than eighty junior college leaders. The frequency of recommendation, regional distribution, type and size of the institution, and willingness to participate in research efforts growing out of the conference were the factors used in making final selections. The selection process produced 40 public and 10 private junior colleges. Of these colleges, five represent newly developed colleges, three represent women's private colleges, three represent colleges with predominantly Negro populations, and 39 were identified as having the most outstanding and comprehensive programs in their respective regions.

Delegates were appointed by chief administrators...

The importance of having capable and experienced practitioners to serve as institutional delegates was recognized; consequently, the chief administrator in each junior college was requested in the letter of invitation[7] to appoint a delegate who most nearly met the following criteria:

1. Considerable training and experience in student personnel work.
2. Demonstrated knowledge and interest in institutional research.
3. Leadership capacities that will enhance research developments of the conference.

Delegate roles have been defined...

Delegates will be expected to perform the following functions prior, during, and after the conference:

1. Prior to the conference, delegates will review the briefing papers with their respective staff colleagues and prepare written critiques expressing practitioner viewpoints.

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[6] For list of participating colleges, see page 167.

[7] Copy of the letter of invitation is on page 172.

[8] Topics of the briefing papers and the assigned specialists are on page 160.

2. During the conference, delegates will participate in various groups established to clarify research needs and to make research proposals to the committee. They will also assist in the development of an instrument designed to assess the current status of student personnel programs among the participating junior colleges.

3. Following the conference, delegates will assist in validating the appraisal instrument by conducting self-studies of their own student personnel programs. In addition, they may participate in short-term projects growing out of the conference discussions and they will serve as institutional liaison for long-term projects initiated during the course of the two-year study as additional subsidy enables the establishment of such projects.

Delegate and consultant expenses must be reimbursed...

Research efforts of the national committee will be hampered without additional subsidy for conference expenses. Meager or previously committed travel funds will prevent some junior colleges from participation in the conference if they were required to reimburse their delegates. The expressed willingness of the institutions and delegates *to open their doors to concentrated research efforts* under the capable leadership of a national committee presents the Cooperative Research Branch of U.S.O.E. with an opportunity to enhance significant research efforts at the grass roots level.

Outcomes of the conference can be anticipated...

Members of the committee and others believe that the cooperative research effort will ultimately lead to (1) formulation of evaluative criteria, (2) establishment of demonstration centers, (3) training of experienced field consultants, (4) strengthening of institutional research programs, and (5) development of experimental projects and improvement of graduate training for student personnel workers. Of course, long-term projects will require additional subsidy.

Achievement of these outcomes will be enhanced by a conference that provides for adequate preparation and orientation of participants, combines practical and conceptual skills of delegates and consultants, and fosters active commitment to the projects proposed by the conference participants and subsequently established by the national committee.

Related Literature

A nationwide appraisal has been made by Medsker...

In his study of 76 junior colleges in 15 states, Medsker[9] devoted one chapter to an appraisal of student personnel programs. After examining the scope of the programs and the staffing in the light of student and institutional needs, he cited four major elements of weakness as follows:

> 1. Many institutions lack policy formulation, planning, and professional direction of the program....
> 2. The counseling program in many institutions is inadequate....
> 3. Little research is conducted which enables the two-year colleges to obtain facts about their students....
> 4. Two-year colleges make only limited effort to evaluate the student personnel program....

To counteract these weaknesses, Medsker called for more attention (1) to the relationship of the student personnel program to college objectives, (2) to an organized *plan* for the student personnel program, (3) to securing professionally trained staff members, (4) to clarification of the roles of faculty members, including more adequate in-service training, (5) to carefully designed research programs pertaining to student needs and progress, (6) to interpretation of the program to staff, students, and community, (7) to close coordination with the instructional program, and (8) to continuing evaluation of the total program.

Other writers agree with Medsker...

Many writers have supported the findings of Medsker based on their experience and observation but upon less extensive research efforts. Among these are Humphreys,[10] Starr,[11] and Alderson.[12] In most instances, the writers of books about junior colleges have stressed the important role of guidance and described briefly the nature of a satisfactory program. Additional studies of a more intensive nature are needed to establish guidelines for appraisal and development.

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[9] Leland Medsker: *The Junior College: Progress and Prospect*, McGraw-Hill Book Company, Inc., 1960, pp. 160-168.

Junior colleges agree on basic problems...

Raines and Prahl[13] visited 21 junior colleges throughout the country that were recommended by a panel of junior college authorities as having outstanding student personnel programs. Interviews with staff members and students were tape recorded for later analysis. Discussions of significant problems included in the 63 hours of taped interviews reflected considerable agreement, though the emphasis on problems varied somewhat.

Raines analyzed the problem discussion in preparation of a problem checklist[14] which was responded to by 53 student personnel workers in 13 Michigan junior colleges. He identified six predominant concerns among the 27 listed problems as follows:

1. Defining occupational manpower needs of the community and their implications for student personnel services of the college.

2. Appraising course and curricular placement procedures in the guidance programs of junior colleges.

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[10] J. A. Humphreys, "Toward Improved Programs of Student Personnel Services," *Junior College Journal*, Vol. 52:382-392, March 1952.

[11] Starr, James M., "Guidance Practices in Selected Junior Colleges of the Northwest," *Junior College Journal*, Vol. 31:442-446, April 1961.

[12] Lester A. Alderson, "Junior College Counseling Needs," *Junior College Journal*, Vol. 32:100-103, October 1961.

[13] Max R. Raines and Marie Prahl, "Taped Interviews With Staff and Students in 21 Selected Junior Colleges," 1961. (These recordings were reproduced for use in graduate programs at Columbia University, University of Florida, University of Michigan, and Michigan State University.

[14] Max R. Raines, "Predominant Concerns of Michigan Student Personnel Workers," (unpublished study prepared for Student Personnel Division of the Michigan Association of Junior Colleges, 1963).

3. Identifying characteristics of the junior college population which will clarify the nature of student and institutional needs.

4. Clarifying the roles of various college staff members in relationship to the student personnel program.

5. Strengthening articulation and interpretation of junior college programs.

6. Developing criteria that will foster institutional self-appraisal of student personnel programs.

McDaniel has defined essential practices...

In cooperation with the Student Personnel Commission of the American Association of Junior Colleges, McDaniel[15] listed 15 essential practices for an effective student personnel program as follows:

1. Informing On-Coming Students.
2. Helping Students Make Appropriate Educational and Vocational Plans.
3. Helping Students Choose Best Levels in Courses.
4. Registering Students.
5. Orienting New Students.
6. Helping Students to Perform at Optimal Levels in Courses.
7. Helping Students Resolve Individual Problems of Housing, Finances, and Health.
8. Helping Students with Personal Problems.
9. Helping Students Select and Transfer to Next Destination.
10. Testing and Test Interpretation.
11. Counseling.
12. Record Keeping.
13. Conducting Institutional Research on Student Characteristics.
14. Evaluating Personnel Practices and Instruments.
15. Encouraging Student Activity.

In addition, he identified methods found effective by some colleges and defined the responsibilities of personnel, instruction, and administration in expediting each of the 15 essential practices. Attention was also given to organizational patterns and staffing requirements.

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[15] J. W. McDaniel, *Essential Student Personnel Practices for Junior Colleges*, American Association of Junior Colleges Bulletin, 1962, 54 pp.

Objectives

Objective I. *To clarify student personnel problems in the junior college.*

Although efforts have been made on a regional basis to clarify critical student personnel problems, the opportunity for problem definition on a national scale by means of a research development conference has not been provided. Previous national efforts have been limited primarily to paper surveys which lack the dynamic impact of discussions involving experienced practitioners and capable consultants. Also, the need to probe beneath surface problems is essential if later research efforts are to have lasting and significant value. Procedures of the conference have been designed to foster diagnostic discussions.

Objective II. *To produce a statement of research goals and methods of implementation.*

Experienced research specialists are needed to clarify research implications if realistic research goals and methods of implementation are to emerge from problem discussions.

Objective III. *To stimulate research initiative among junior colleges.*

The processes of research definition can provide valuable learning experiences for delegates. As they become aware of common problems and needs for research data in junior college student personnel programs, their desire to participate in cooperative research projects is expected to increase. Capable assistance from qualified research coordinators during follow-up projects will serve as continuing encouragement.

Most junior college student personnel workers are unaware of federal or foundation funds that may be available for carrying out institutional research projects. The conference will increase their awareness of these resources. Experience and confidence gained in cooperative efforts is expected to foster independent initiative in seeking research subsidies.

Because the participating institutions are widely distributed throughout the country and are generally considered as leaders in their respective regions, it is felt that their demonstrated concern for strengthening student personnel programs will spread to other junior colleges.

Procedures

Prior to the conference, delegates will receive briefing papers and will be encouraged to review the papers with their respective staff colleagues. These papers will be prepared by junior college specialists and will contain reviews of related literature, discussions of major problems, and consideration of research implications. Topical areas of the briefing papers have been accepted by the following consultants:

Guidance Needs	"Critical needs and problems of the junior college clientele." Charles C. Collins, Dean of Instruction, Grossmont College.
Curricular Implication	"The role of student personnel workers in appraisal and development of curricular resources." Robert H. Plummer, Assistant Dean and Professor of Education, University of Michigan Flint College.
Administrative Climate	"Elements of administrative policy and practice of the college essential to a productive climate for student personnel work." Clyde E. Blocker, Associate Professor of Junior College Education, University of Texas.
Evaluation Criteria	"Criteria for evaluation of student personnel programs in public junior colleges." Joseph Fordyce, President, Central Florida Junior College.
	"Criteria for evaluation of student personnel programs in private junior colleges." Eugene Shepard, Director of Counseling Services, Stephens College.

New Programs	"Developing student personnel programs in newly established junior colleges." Richard C. Richardson, Dean of Student Personnel Services, Junior College District of St. Louis.
Institutional Research	"Guidelines for establishing institutional research programs as they are related to student personnel efforts." Raymond Young, Associate Professor of Higher Education, University of Michigan.
Role Definition	"Defining functions of student personnel workers and the implications for training and utilization in junior colleges." Jane Matson, Director of Junior College Counselor Training, Los Angeles State College.

During the first and second days of the conference, significant characteristics and trends of the society which bear upon the junior college will be analyzed by four national authorities. Half-day sessions will be devoted to each *Analytical Paper* in order that delegates may have ample opportunity to question the presenters. The authorities who have agreed to present *Analytical Papers* are listed as follows:

1. *Societal Analysis*. An analysis of the sociological forces, problems, and trends which have implications for appraisal and development of junior college student personnel programs.

   Robert J. Havighurst, Professor of Education, University of Chicago.

2. *Manpower Analysis*. An assessment of changes in manpower requirements resulting from advancing technologies and having implications for junior college education.

   Seymour L. Wolfbein, Director of the Office of Manpower, Automation and Training, U. S. Department of Labor.

3. *Student Analysis*. A definition of the significant characteristics of students attending junior colleges throughout the nation and the implications for defining student and institutional needs.

Leland L. Medsker, Vice-Chairman, Center for the Study of Higher Education, University of California.

4. *Philosophical Analysis*. An analysis of the relationships between the student personnel point of view and the community junior college objectives with consideration of the ethical implications.

   E. G. Williamson, Dean of Students, University of Minnesota.

Recognizing the probable complexities of the *Analytical Papers*, a panel of qualified educators will synthesize interrelated elements and will also discuss the research implications during the evening session of the second day. Panelists who have accepted the assignment are listed as follows:

Moderator

T. R. McConnell, Chairman
Center for the Study of Higher Education
University of California

Panelists

Ralph Berdie
Director of Student Counseling Bureau, University of Minnesota

Edmund Gleazer, Jr., Executive Director, American Association of Junior Colleges

Anne Roe, Professor of Education and Director, Center for Research in Careers, Harvard University

William Turnbull, Executive Vice-President, Educational Testing Service

On the third and fourth days of the conference, seminars under the leadership of outstanding research specialists[16] will focus upon critical problems in junior college student personnel work and their implications for research. The topics for the seminars are listed as follows:

1. *The junior college environment as it relates to student personnel objectives.*
2. *The significant characteristics of junior college students.*
3. *The essential elements of an effective guidance program.*

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[16] The four research specialists have not been designated as yet.

4. *The staffing requirements for adequate student personnel organization.*

By dividing the delegates into two groups and repeating the morning seminars in the afternoon, it will be possible for delegates to participate in all of the seminars. Each seminar will seek to identify the most crucial student personnel problems, to determine which problems are amenable to research, and to formulate realistic research goals. Research instruments and methodologies will also be considered though not stressed in the seminars.

On the final day of the conference, an instrument for preparing comprehensive descriptions of junior college student personnel programs will be presented to the delegates. Following the conference, the delegates will prepare written descriptions. The committee's staff director will visit the participating institutions as necessary to clarify problems and encourage continuing interest. When the descriptions are completed, the staff director will analyze and synthesize them. This appraisal of the current status of these programs is viewed as a preliminary procedure for the establishment of evaluative criteria for junior college student personnel programs.

To insure that significant research problems growing out of the conference "will not get lost in the shuffle," arrangements have been made to "tape" presentations and discussions, and also to make use of capable recorders. The national committee will appoint a chief research consultant who, after attending the conference, will make use of the tapes and the reports of recorders in drafting proposed research projects. He will submit to the national committee a written document which will propose specific research projects of a short-term nature as well as significant long-range studies.

After review of the proposals, the national committee will establish appropriate short-term projects in cooperation with participating institutions and will consider additional resources for long-range studies.

Personnel

Committee members appointed by the American Association of Junior Colleges:

T. R. McConnell, Chairman, Center for the Study of Higher Education, University of California, CHAIRMAN.

Ralph F. Berdie, Director of Student Counseling Bureau, University of Minnesota.

Charles C. Collins, Dean of Instruction, Grossmont College.

Joseph W. Fordyce, President, Central Florida Junior College.

Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges.

Robert J. Havighurst, Professor of Education, University of Chicago.

Leland L. Medsker, Vice-Chairman, Center for the Study of Higher Education, University of California.

Anne Roe, Professor of Education and Director, Center for Research in Careers, Harvard University.

Eugene L. Shepard, Director of Counseling Services, Stephens College.

William W. Turnbull, Executive Vice-President, Educational Testing Service.

Seymour L. Wolfbein, Director of the Office of Manpower, Automation and Training, U. S. Department of Labor.

Max R. Raines, Flint Community Junior College, Staff Director.

Consultants who have accepted responsibility for briefing papers:

Clyde E. Blocker, Associate Professor of Educational Administration, University of Texas.

Ed.D., Columbia University

Related Experience: Formerly Chief Administrator of Flint Community Junior College.

Related Publications: Co-author of *College, Careers, and You*, Science Research Associates, 1963; Co-author of "A Note on the Application of Factor Analysis to the Study of Faculty Morale," *Journal of Educational Psychology*, 54:208-212, August, 1963; *A Method for the Analysis of the Informal Organization Within Large Work Groups*, Austin, Texas, 1964, 58 pp.

Charles C. Collins, Dean of Instruction, Grossmont College.

Ph.D., Stanford University

Related Experience: Head Counselor, Diablo Junior College, California, 1950-1955.

Related Publications: "Curricular Development in a New Junior College," and "A Point of View on Grading Standards," (Accepted for publication in the *Junior College Journal*.) "The Function of a Junior College Counselor: A Critical View," (Accepted for publication in the APGA *Journal*.)

Joseph W. Fordyce, President, Central Florida Junior College.

Ed.D., University of Florida

Related Experiences: Associate Professor: Coordinator of Education Placement and Undergraduate Counseling, College of Education, University of Florida, 1953-1960;Chairman, Junior College Commission of the American College Personnel Association, 1963.

Related Publications: "An Analysis of Evaluative Studies in Selected Areas of Guidance," University Microfilms, Ann Arbor, Michigan.

Jane E. Matson, Associate Professor and Coordinator of Junior College Counselor Training Program, Los Angeles State College.

Ed.D., Stanford University

Related Experiences: Training Supervisor, U. S. Employment Service, Counseling Psycholgoist, Veteran's Administration Counselor, Diablo Valley and Orange Coast Junior Colleges.

Related Publications: "Characteristics of Students Who Withdraw from a Public Junior College," unpublished doctoral dissertation, School of Education, Stanford University, Stanford, June, 1955.

Robert H. Plummer, Assistant Dean and Professor of Education, University of Michigan Flint College.
Ed.D. Purdue University
Related Experiences: Member of the North Central Association's committee on Guidance and Counseling, and Dean of Guidance, Flint Junior College.
Related Publications in *Nation's Schools*, *Junior College Journal*, *Vocational Guidance Quarterly*, *Adult Education*, and the *Journal of Higher Education*. Co-author of *The Two Year College in Search of an Image* (to be published by Prentice Hall, 1964.)

Richard C. Richardson, Jr., Dean of Student Personnel Services, Junior College, District of St. Louis.
Ph.D., University of Texas
Related Publications: Co-author "Twenty-Five Years of Morale Research: A Critical Review, *The Journal of Educational Sociology*, Vol. 36, Number 5:200 through 210, January, 1963; Co-author, "Note On the Application of Factor Analysis To the Study of Faculty Morale," *Journal of Educational Psychology*, Vol. 54, Number 4:208-212, August, 1963.

Eugene L. Shepard, Director of Counseling Services, Stephens College.
Ph.D., New York University
Related Experiences: Dean of Student Personnel, Stephens College; Visiting Professor of Education, New York University, Summer Session, and University of Missouri, Summer Session.
Related Publications: "A Three-Level In-Service Training Program for Advisers," *Personnel and Guidance Journal*, September, 1957. "The Role of the Faculty Counselor in General Education," in *Counseling and Guidance in General Education*, Melvene Hardee, Editor, World Book Company, 1955.

Raymond James Young, Professor of Higher Education, University of Michigan.
Ed.D., University of Colorado
Related Publications: Co-author of *The School and the Community*, Ronald Press, 1955; "Improvement Through Introspection: Are Self Studies Essential?" *Junior College Journal*, XXXII, September, 1961, pp. 28-34; "Junior College, American," *Colliers Encyclopedia*, Vol. XII, 1962 Edition, 672-4; "What Surveys Show About Characteristics, Motivations, and Educational Aspirations of Youth for College," College and University, XXXVIII.

Participating Institutions

I. Public Junior Colleges Recommended by Panel of Authorities as Having Outstanding and Comprehensive Student Personnel Programs.

California (10)	Delegate
American River Junior College	Lorine Aughinbaugh, Chairman Guidance and Counseling Division
Bakersfield College	John Collins Dean of Students
Diablo Valley College	Robert Lindsey, Assistant Dean of Student Personnel
El Camino Junior College	Merl Sloan Director of Student Personnel
Foothill College	Gibb Madsen Dean of Students
Los Angeles City College	Hope M. Powell Dean of Student Personnel Services
Los Angeles Valley College	John L. Reiter Dean of Admissions and Guidance
Orange Coast College	*James W. Nelson, Dean of Student* Personnel and Research
San Bernardino Valley College	J. W. McDaniel Vice-President for Instruction
One more to be selected	

Florida (5)	
Central Florida Junior College	Terry U. O'Banion Dean of Students
Junior College of Broward County	Jack D. Taylor
Manatee Junior College	Ray Jones Dean of Student Personnel
Pensacola Junior College	Henry Williams Acting Dean of Student Personnel

Florida continued	Delegate
St. Petersburg Junior College	Wesley E. McClure Dean of Student Personnel
New York (4)	
Dutchess Community College	William J. Ardiff Dean of Students
Fashion Institute of Technology	Marion K. Brandriss Dean of Students
New York University at Farmingdale	Robert McLaughlin Dean
Orange County Community College	Herbert Sussman
Michigan (3)	
Flint Community Junior College	Marie Prahl Director of Guidance
Henry Ford Community College	James McCann Assistant Dean
Lansing Junior College	Kenneth Sproul
Illinois (2)	
Joliet Junior College	Walter Zaida Assistant to the Dean
Wright Junior College	Charles Schultz Director of Student Personnel Services
Texas (2)	
San Antonio College	Jerome F. Weynand
Tyler Junior College	Mrs. Carl Wallace Director of Guidance

Washington (2)	Delegate
Clark College	J. Manning Nelson Dean of Students
Everett Junior College	Jeanette Poore Dean of Students
Arizona (1)	
Phoenix College	Theodore K. Pierson Dean of Students
Colorado (1)	
Mesa College	Jay Tolman Dean of Men
Maryland (1)	
Montgomery Junior College	Alice Thurston
Mississippi (1)	
Perkinston Junior College	Harold White Director of Student Personnel Services

II. Private Junior Colleges Recommended by Panel of Authorities as Having Outstanding Student Personnel Programs.

New York (2)	
Bennett College*	Elizabeth Morris Dean of Students
Cazenovia College*	Winifred Coleman Dean of Students
Arkansas (1)	
Fort Smith Junior College	Shelby Breedlove

*Women's colleges

Illinois (1)	Delegate
Kendall College	Thomas Henschen Director of Guidance
Massachusetts (1)	
Wentworth Institute	J. Joseph Tansey Dean of Students
Missouri (1)	
Stephens College	Bernice Williamson
New Jersey (1)	
Union Junior College	Kenneth W. Iversen Dean
North Carolina (1)	
Wingate College	Ralph Williams Director of Student Affairs
Pennsylvania (1)	
York Junior College	Claude Gates Dean of Student Affairs
Virginia (1)	
Marymount College*	

III. New Public Junior Colleges in the Process of Establishing Student Personnel Programs.

California (1)	
West Valley College	Gordon Aumack Dean of Student Personnel
Florida (1)	
Miami-Dade County Junior College	Charles Walker Dean of Student Affairs

*Women's college

Missouri (1)	Delegate
Junior College District of St. Louis	Richard C. Richardson, Dean of Student Personnel Services
New York (1)	
Adirondack Community College	James Clugstone Director of Student Affairs
Ohio (1)	
Cuyahoga Community College	Donald Swank Dean of Students

IV. Junior Colleges with Predominant Negro Population

Florida (1)	
Gibbs Junior College	Edward Hayes
Illinois (1)	
Crane Junior College	Walter Lynch, Registrar and Director of Student Personnel Services
Mississippi (1)	
Utica Junior College	Walter Washington President

I am sure you have read about the Carnegie grant for a two-year study of junior college student personnel programs throughout the country. The central goal of the project is to establish guidelines for appraisal and development of these programs in the next decade.

To initiate a coordinated effort, we are scheduling a five-day work-conference, April 12 through 17, 1964 at the Kellogg Center, University of Chicago. Delegates from 50 selected junior colleges and 20 leading educators will seek to define crucial research projects.

You can be justifiably proud that your institution was among those recommended by a panel of eighty junior college leaders for inclusion in the project. We are hopeful that your institution will be able and willing to participate. The enclosed information should be helpful in reaching a decision.

Your decision is needed by January 10. If you accept our invitation, please appoint a staff member to serve as your institutional delegate and notify us of your appointment in your letter of acceptance. We will reimburse your delegate for travel expenses. In addition, we hope to provide a $15 per diem allowance, however, we have not received confirmation on the per diem expenses, as yet. Follow-up contacts will be made with your appointed delegate. We suggest that you appoint the staff member who most nearly meets the following qualifications:

1. Considerable training and experience in student personnel work.
2. Demonstrated knowledge and interest in institutional research.
3. Leadership capacities that will enhance follow-up efforts in your institution.

We shall look forward to hearing from you by January 10.

Very sincerely,

Max R. Raines
Staff Director

pb
Enclosures

Project for Appraisal and Development of
Junior College Student Personnel Programs

Benefits to Participating Institutions

Knowledge that your institution is making a significant contribution to the junior college movement.

Recognition which your institution will receive in being selected.

Opportunity for your delegate to participate actively with recognized educational leaders and with representatives from other outstanding junior colleges.

Stimulation toward contined development of your student personnel program.

Commitments of Participating Institutions

Written notification of your acceptance by January 10.

Designation of an institutional delegate.

Willingness to provide subsistence for your delegate if we are unable to obtain per diem allowance. (We will reimburse your delegate for travel expenses.)

Provision of information about your institution which will help us in planning the work-conference. This information will be requested at a later date.

Willingness to engage in cooperative research projects during the follow-up efforts of the conference.

An independent study established under a two-year grant from
Carnegie Corporation of New York

Appendix B

PROGRAM AND PARTICIPANTS IN THE RESEARCH DEVELOPMENT CONFERENCE ON JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

JUNIOR
COLLEGE
STUDENT
PERSONNEL
CONFERENCE

"...let us begin..."

Center for Continuing Education
University of Chicago
Chicago, Illinois
April 12-17, 1964

**CHIEF RESEARCH SPECIALIST
FOR THE CONFERENCE:**

Dr. Donald P. Hoyt
Professor of Education
University of Iowa

SUNDAY

4:30 p.m. Meeting of Delegate
Steering Committee

J. W. McDaniel, CHAIRMAN

Lorine Aughinbaugh
Gordon Aumack
Robert Lindsey
James McCann
Gibb Madsen
Terry O'Banion
Jeanette Poore
Marie Prahl
Charles Schultz
Herbert Sussman
Alice Thurston
Bernice Williamson

5:00-7:00 p.m. CONFERENCE
REGISTRATION

7:30 p.m. "Welcome to the Center"

J. Eugene Welden
Assistant Director,
Center for Continuing Education

GENERAL ORIENTATION

Max R. Raines, Presiding

"Review of Developments
Leading to the National Study"

Edmund Gleazer, Jr.

"Relationship of the Conference
to the National Study"

T. R. McConnell

8:30 p.m. Adjournment

MONDAY

9:00 a.m. SOCIETAL FORCES AND TRENDS

Presiding: Charles Schultz

Presenter: Robert Havighurst

Analytical Paper: An analysis of the sociological forces, problems and trends which have implications for appraisal and development of junior college student personnel programs.

Recorder: Lorine Aughinbaugh

10:15 a.m. Coffee Break

10:30 a.m. Delegate Question-Discussion Period

12:00 noon Lunch

1:30 p.m. MANPOWER REQUIREMENTS

Presiding: Terry O'Banion

Presenter: Seymour Wolfbein

Analytical Paper: An assessment of changes in manpower requirements resulting from advancing technologies and having implications for junior college education.

Recorder: Gordon Aumack

2:30 p.m. Delegate Question-Discussion Period

4:00 p.m. Adjournment

9:00 a.m. PHILOSOPHICAL FOUNDATIONS

Presiding: James McCann

Presenter: Edmund G. Williamson

Analytical Paper: An analysis of the relationships between the student personnel point of view and the community junior college objectives with consideration of the ethical implications.

Recorder: Bernice Williamson

10:15 a.m. Coffee Break

10:30 a.m. Delegate Question-Discussion Period

12:00 noon Lunch

1:30 p.m. STUDENT CHARACTERISTICS

Presiding: Gibb Madsen

Presenter: Leland Medsker

Analytical Paper: A definition of the significant characteristics of students attending junior colleges throughout the nation and the implications for defining student and institutional needs.

Recorder: Jeanette Poore

2:30 p.m. Delegate Question-Discussion Period

4:00 p.m. Adjournment

Evening Session
7:30 p.m.

SYMPOSIUM

"IMPLICATIONS OF ANALYTICAL PAPERS"

T. R. McConnell, MODERATOR

PANELISTS

"Implications for Junior College Development"

Edmund J. Gleazer, Jr.

"Implications for Development of Measuring Instruments"

William Turnbull

"Implications for Career Selection and Social Adaptation"

Anne Roe

"Implications for Evaluation Processes"

Ralph Berdie

"Implications for Training Student Personnel Workers"

C. Gilbert Wrenn

8:30 p.m. - Panel Discussion
J. W. McDaniel, RECORDER

9:30 p.m. - Adjournment

Special Note on Procedure: In order that delegates may participate in all four of the seminars planned for Wednesday and Thursday, they will be divided into two groups and the morning seminars will be repeated in the afternoon.

MORNING SEMINARS - 9:00 a.m. - 12:00 noon

SEMINAR I - THE NATURE OF THE JUNIOR COLLEGE CLIMATE AS IT RELATES TO ACHIEVEMENT OF STUDENT PERSONNEL OBJECTIVES
(Group A)

Seminar Leader: Edmund G. Williamson

Delegate Presenter: "A Synthesis of Delegate Critiques," Herbert Sussman

Delegate Discussion and Elaboration

Consultant Observations:

Clyde E. Blocker
Edmund J. Gleazer, Jr.
Robert H. Plummer

Research Specialist: "Implications for Research Development," Allen H.Barton

Morning Recorder: Bernice Williamson

Afternoon Recorder: James McCann

Groups A and B exchange seminars for the Wednesday afternoon sessions which begin at 1:30 p.m.

SEMINAR II - THE SIGNIFICANT CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS
(Group B)

WEDNESDAY

Seminar Leader: Max Engelhart

Delegate Presenter: "A Synthesis of Delegate Critiques," Alice Thurston

Delegate Discussion and Elaboration

Consultant Observations:

Joseph F. Kauffman
Richard C. Richardson, Jr.
Raymond J. Young

Research Specialist: "Implications for Research Development," William Turnbull

Morning Recorder: Jeanette Poore

Afternoon Recorder: Gibb Madsen

MORNING SEMINAR - 9:00 a.m. - 12:00 noon

SEMINAR III - ESSENTIAL ELEMENTS OF AN EFFECTIVE
(Group A) GUIDANCE PROGRAM

Seminar Leader: Ralph Berdie

Delegate Presenter: "A Synthesis of Delegate Critiques."
Marie Prahl

Delegate Discussion and Elaboration

Consultant Observations:

Joseph W. Fordyce
Thomas B. Merson
Eugene L. Shepard

Research Specialist: "Implications for Research Development." Melvene Hardee

Morning Recorder: Lorine Aughinbaugh

Afternoon Recorder: Charles Schultz

Groups A and B exchange seminars for the Thursday afternoon sessions which begin at 1:30 p.m.

SEMINAR IV - THE STAFFING REQUIREMENTS FOR AN EFFECTIVE STUDENT PERSONNEL ORGANIZATION
(Group B)

Seminar Leader: C. Gilbert Wrenn

Delegate Presenter: "A Synthesis of Delegate Critiques," Robert Lindsey

Delegate Discussion and Elaboration

Consultant Observations:

Charles C. Collins
Jane Matson
James Wattenbarger

Research Specialist: "Implications for Research Development," Philip A. Tripp

Morning Recorder: Gordon Aumack

Afternoon Recorder: Terry O'Banion

Morning Session

Delegate Assembly

9:00 a.m. **AN INSTRUMENT FOR INSTITUTIONAL SELF-DESCRIPTIONS OF STUDENT PERSONNEL PROGRAMS**

Max R. Raines

10:00 a.m. **Group Discussions and Questions by Delegates**

11:00 a.m. **Conference Evaluation**

J. W. McDaniel

12:00 noon **Adjournment**

FRIDAY

VALIDATING TEAMS

James H. Nelson, Coordinator

Team I
West Coast Region (South)

John Collins, Chm.
J. W. McDaniel
Dennis M. Mayer
James H. Nelson
Hope M. Powell
John L. Reiter
Meri Sloan

Team II
West Coast Region (North)

J. Manning Nelson, Chm.
Lorine Aughinbaugh
Gordon Aumack
Robert Lindsey
Gibb Madsen
Jeanette Poore

Team III
Southeast Region

Ray Jones, Chm.
Edward Hayes
Thomas M. Howze
Terry U. O'Banion
Jack D. Taylor
Charles Walker
Henry Williams

Team IV
South and Southwest Region

Harold White, Chm.
Theodore K. Pierson
Jay Tolman
Mrs. Carl Wallace
Walter Washington
Jerome F. Weynand
Hutchinson Delegate

Team V
North Central Region

Kenneth Sproull, Chm.
Walter Lynch
James McCann
Marie Prahl
Richard C. Richardson, Jr.
Charles Schultz
Walter Zaide

Team VI
Eastern Region

William J. Ardiff, Chm.
Marion K. Brandriss
James Clugstone
Robert McLaughlin
Herbert Sussmann
Donald Swank
Alice Thurston

Team VII
Private - Co-Ed

Thomas Henechen, Chm.
Shelby Breedlove
Claude Gates
Kenneth Iversen
J. Joseph Tansey
Ralph Williams

Team VIII
Private - Women's

Elizabeth Morris, Chm.
Mother M. M. Berg
Winifred Coleman
Bernice Williamson

CONSULTANTS

Allen H. Barton, Director of the Bureau of Applied Social Research, Columbia University.
Clyde E. Blocker, Associate Professor of Educational Administration, University of Texas.
Max D. Engelhart, Director, Division of Institutional Research and Evaluation, Chicago City Colleges.
Melvene D. Hardee, Professor, Department of Higher Education, Florida State University.
Joseph F. Kauffman, Director of Higher Education Services, American Personnel and Guidance Association.
J. W. McDaniel, Vice-President for Instruction, San Bernardino Junior College.
Jane Matson, Associate Professor of Education, Los Angeles State College.
Thomas B. Merson, Assistant Director for Commissions, American Association of Junior Colleges.
Leo Munday, Research Assistant, School of Education, University of Iowa.
Robert H. Plummer, Assistant Dean and Professor of Education, University of Michigan Flint College.
Richard C. Richardson, Jr., Dean of Student Personnel Services, Junior College District of St. Louis.
Philip A. Tripp, Specialist for Student Services, Division of Higher Education, U. S. Office of Education.
James Wattenbarger, State Department of Public Instruction, Florida.
E. G. Williamson, Dean of Students, University of Minnesota.
C. Gilbert Wrenn, Professor of Educational Psychology, Arizona State University.
Raymond J. Young, Professor of Higher Education, University of Michigan.

DELEGATES

William J. Ardiff, Dean of Students, Dutchess Community College.
Lorine Aughinbaugh, Chairman, Guidance and Counseling Division, American River Junior College.
Gordon Aumack, Dean of Student Personnel, West Valley College.
Mother M. M. Berg, President, Marymount College.

Marion K. Brandriss, Dean of Students, Fashion Institute of Technology.
Shelby Breedlove, Fort Smith Junior College.
James L. Clugstone, Director of Admissions and Student Affairs, Adirondack Community College.
Winifred E. Coleman, Dean of Students, Cazenovia College.
John Collins, Dean of Students, Bakersfield College.
Claude L. Gates, Dean of Student Affairs, York Junior College.
Edward Hayes, Gibbs Junior College.
Thomas Henschen, Director of Guidance, Kendall College.
Thomas M. Howze, Counselor, St. Petersburg Junior College.
Kenneth W. Iversen, Dean, Union Junior College.
Ray Jones, Dean of Student Personnel, Manatee Junior College.
Robert Lindsey, Assistant Dean of Student Personnel, Diablo Valley College.
Walter J. Lynch, Registrar and Director of Student Personnel Services, Crane Junior College.
James McCann, Assistant Dean, Henry Ford Community College.
J. W. McDaniel, Vice-President for Instruction, San Bernardino Junior College.
Robert McLaughlin, Dean, New York University Agricultural and Technical Institute at Farmingdale.
Gibb Madsen, Dean of Students, Foothill College.
Dennis M. Mayer, Assistant Superintendent, Student Personnel, Mt. San Antonio College.
Elizabeth L. Morris, Dean of Students, Bennett College.
J. Manning Nelson, Dean of Students, Clark College.
James H. Nelson, Dean of Student Personnel and Research, Orange Coast College.
Terry U. O'Banion, Dean of Students, Central Florida Junior College.
Theodore K. Pierson, Dean of Students, Phoenix College.
Jeanette Poore, Dean of Students, Everett Junior College.
Hope M. Powell, Dean of Student Personnel Services, Los Angeles City College.
Marie R. Prahl, Director of Guidance, Flint Community Junior College.
John L. Reiter, Dean of Admissions and Guidance, Los Angeles Valley College.
Richard C. Richardson, Jr., Dean of Student Personnel Services, Junior College District of St. Louis.
Charles H. Schultz, Director of Student Personnel Services, Wright Junior College.
Merl Sloan, Director of Student Personnel, El Camino Junior College.
Kenneth Sproull, Assistant Dean, Lansing Community College.
Herbert Sussman, Dean of Students, Orange County Community College.

Donald Swank, Dean of Student Personnel, Cuyahoga Community College.

J. Joseph Tansey, Dean of Students, Wentworth Institute.

Jack D. Taylor, Dean of Students, Junior College of Broward County.

Alice Thurston, Assistant Director of Student Personnel, Montgomery Junior College.

Jay Tolman, Dean of Men, Mesa College.

Charles Walker, Dean of Student Affairs, Miami-Dade County Junior College.

Mrs. Carl Wallace, Director of Guidance, Tyler Junior College.

Walter Washington, President, Utica Junior College.

Jerome F. Weynand, Registrar, San Antonio College.

Harold T. White, Director of Student Personnel Services, Perkinston Junior College.

Henry Williams, Acting Dean of Student Personnel, Pensacola Junior College.

Ralph C. Williams, Director of Student Affairs, Wingate College.

Bernice Williamson, Assistant Director, Counseling Service, Stephens College.

Walter Zaida, Assistant to the Dean, Joliet Junior College.

ACKNOWLEDGEMENTS

This research development conference
is sponsored by the

NATIONAL COMMITTEE FOR APPRAISAL AND DEVELOPMENT
OF JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

under grants from the
UNITED STATES OFFICE OF EDUCATION
and
CARNEGIE CORPORATION OF NEW YORK

with special assistance from the
AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Appendix C

ABSTRACTS OF BRIEFING PAPERS USED FOR PRE-CONFERENCE REVIEW BY CONFERENCE DELEGATES AND CONSULTANTS

1. "Critical Needs and Problems of the Junior College Clientele," Charles C. Collins, Dean of Instruction, Grossmont College.
2. "Elements of Administrative Policy and Practice of the College Essential to a Productive Climate for Student Personnel Work," Clyde E. Blocker, Dean, Harrisburg Community College.
3. "The Role of Student Personnel Workers in Appraisal and Development of Curricular Resources," Robert H. Plummer, Assistant Dean, University of Michigan, Flint College.
4. "Criteria for Evaluation of Student Personnel Programs in Public Junior Colleges," Joseph W. Fordyce, Central Florida Junior College.
5. "Criteria for Evaluation of Student Personnel Programs in Private Junior Colleges," Eugene L. Shepard, Director of Counseling Services, Stephens College.
6. "Developing Student Personnel Programs in Newly Established Junior Colleges," Richard C. Richardson, Dean, Student Personnel Services, Junior College District of St. Louis.
7. "Defining Functions of Student Personnel Workers and the Implications for Training and Utilization in Junior Colleges," Jane E. Matson, Associate Professor, California State College at Los Angeles.

Special Note: The full text of these briefing papers may be obtained by writing to each individual author.

Critical Needs and Problems of the Junior College Clientele

Charles C. Collins
Grossmont College

This paper opens with a brief for universal higher education, questions the skepticism held by many on the educability of the common man and argues that the community college is the logical agency in our society to undertake this task. The point is then made that counselors have a challenge facing them to change student motivation from end to process orientation. This key problem plus the problem of deficiency of students in the basic skill subjects of reading, mathematics, and composition account for the high attrition rate of junior college students and are the target for joint efforts by counselor and the instructional staff.

The charge is made that the greatest need in junior colleges is for expert vocational guidance, yet it is suspected that few junior college counselors are adequately prepared to carry out this vital function. The allegation is made that counselors are ill-informed in vocational data and also have not had available measuring instruments for the non-cognitive variables involved in vocational choice.

Some exploration of the commitment of junior college students to cultural and intellectual pursuits is made. Serious question is also raised in reference to the involvement of and value to students in the typical student affairs programs now found in American junior colleges.

The suggested areas of investigation noted in this paper were as follows:

1. A study to demonstrate that the common man, or more specifically the average junior college student, is capable of profiting from the humanizing effects of a solid general education program.

2. Development of accurate instruments for the proper placement of students, particularly in the basic skill courses.

3. Development of techniques to teach a positive attitude toward the intrinsic pleasures which follow from the process of learning.

4. A study to determine who is doing the counseling in the junior colleges, what do they conceive their functions to be, and how well trained and experienced are they to perform these functions.

5. Exploration of the establishment of career research centers to provide regional economic trends and occupational information.

6. Development by professional test makers of a differential inventory of occupational values.

7. Restructuring of the usual orientation course to provide value guidelines for the beginning freshman.

8. A study of the student affairs function to see if it is turned in the wrong direction and pursuing anachronistic objectives.

Elements of Administrative Policy and Practice of the College Essential to a Productive Climate for Student Personnel Work

Clyde E. Blocker
Harrisburg Community College

This paper attempted to place student personnel services within the total framework of the college organization. Considered first was a theoretical model by Getzels which demonstrated the inter-relationships of sociological and psychological factors as a fundamental aspect of administrative structure and function. The significance of the climate of the institution was also briefly explored.

Fundamental to any aspect of administration are the philosophical bases of the college and the personnel philosophies of staff members. The basic philosophical position of the organization and the values inherent therein do much to set the tone for an effective personnel program. To this factor must be added the personal philosophies of staff members and their beliefs and attitudes which underlie their personal role-definitions and acceptance or rejection of guidance as an essential college function.

Upon these bases then are built the objectives of the college and personal objectives of staff members. These two are closely inter-related and have a direct bearing upon student personnel services.

The expression of philosophical positions and values takes place in terms of two major aspects of the institution, structure and function. The college structure includes both the formal and informal organization, the behavior of individuals taking place in this sociological setting. Thus the college may be organized to stimulate more effective guidance or the formal organization itself may impede the development of this service. More important perhaps is the close inter-relationships among staff members in the informal organization. If, in spite of define roles in the formal organization, academic personnel tend to reject the guidance function as essential to education, the effectiveness of the guidance program may well be inhibited.

Fundamental to the implementation of student personnel services are a number of administrative activities which have far-reaching effects upon this and all other aspects of the college. They include the selection of professional personnel, their orientation, in-service training, and the climate of leadership established by the chief administrator.

A number of issues relevant to guidance services were suggested with recommendations for research studies.

The Role of Student Personnel Workers in Appraisal and Development of Curricular Resources

Robert H. Plummer
University of Michigan
Flint College

My general hypothesis is that the student personnel worker must identify with the faculty rather than with the administration. This means getting away from administrative desk work and getting out on the firing line with faculty and students.

Seven hypotheses are suggested to measure the role of student personnel workers in appraisal and development of curricular resources.

Hypothesis I: An admissions process scientifically designed to prevent incoming students from enrolling in courses for which they are not prepared will strengthen both the curriculum and the instructional program.

Corollary: Students will voluntarily select courses and curricula compatible with their abilities and background if probability tables are carefully interpreted to them.

Is the percentile distribution for IQ the same for the creative type, the planning type, the decision making type, the communications type? How many dimensions of the mind are there? Are new classification systems needed for better curricula planning?

Hypothesis II: A one-year program of exploratory and remedial courses will achieve greater effectiveness with students of limited ability and background if administered or coordinated by the student personnel division.

There are several logical implications from the 13th year certificate program:

1. The college transfer curriculum is relieved of students having a lack of readiness.
2. Student personnel teach the integrated guidance psychology course - academic faculty thus get a faculty image of student personnel workers.

3. The invitation to failure of the "open door" policy is eliminated as there is a termination goal in the 13th year certificate for many who will not go on to a transfer or occupational curriculum.

Hypothesis III: Faculty members are more receptive to student personnel workers if they are involved in instruction and less identified with administration of the college.

Services to curriculum can be extended by student personnel being qualified to advise with faculty on learning theory; helping the faculty see the place of individual differences and emotional behavior in all intellectual experiences.

Hypothesis IV: The specific contributions of student personnel workers to instruction and curricular development will be viewed as more effective by faculty if considerable effort is given to institutional research and the interpretation of findings to the faculty and administration.

Research is a major function of student personnel services. What adjustment of load, what rewards are necessary to get student personnel and faculty to meet their mutual responsibilities in research?

Hypothesis V: The co-curricular activities offer significant opportunities for educational and social development of junior college students that cannot be achieved within the classrooms.

There can be extended services to curriculum and faculty in the co-curriculum by getting faculty involvement in advising and participating with students in the informal common meeting ground of extra class activities. Student organizations can serve as field situations and reality-testing laboratories for the concepts and values stressed in the classroom.

Hypothesis VI: Greater numbers of junior college students will accept vocational curricula if job-related opportunities are available on a cooperative basis and if job placement upon completion of the program can be assured.

Corollary: The provision of job-related opportunities and placement will be handled more productively if placed under the supervision and coordination of the student personnel division.

Vocational and retraining programs will never be more than unproductive orphans as long as they remain an unwanted adjunct to the academic or technical programs and under the academic dean of instruction. If the colleges provide the appropriate training, there is a place in our man-power ranks for every out-of-school, out-of-work youth who has a desire to learn and self-discipline.

Hypothesis VII: A faculty policy committee on student personnel to set goals and philosophy will furnish avenues of communication for increased relationships between faculty members and student personnel workers in the appraisal and development of curriculum resources.

Criteria for Evaluation of Student Personnel Programs in Public Junior Colleges

Joseph W. Fordyce
Central Florida Junior College

Complex problems and challenges face the evaluator of student services programs. The first of these is *the problem of goals*. Effectiveness of guidance can be determined only in relation to outcomes that can be isolated and described. Student services must share in the formulation of college aims and provide services and techniques on a cooperative basis with all the other facilities of the institution to help bring about those changes in student behavior to insure the meeting of the aims. Only when this condition exists can effective evaluation be produced.

Another persistent problem of evaluation has been that of *control of variables*. Guidance and counseling do not operate in a vacuum, but rather within a nexus of inter-related influences upon the individual. Inasmuch as each of these factors, individually or collectively, may compare favorably with the guidance situation in terms of influence, it becomes extremely difficult to attribute to guidance whatever changes may be noted.

Still another problem has been associated with the *time factor*. Do "good" results persist or would apparent failures become successes in the long range? This question would suggest the need for longitudinal studies and for pervasive and continuous counseling programs.

By far the most persistent and challenging problem is that of the determination of *adequate criteria* -- the finding of acceptable measuring devices. The mere presence of a guidance service cannot be used as an indication of the effectiveness of guidance services, nor can one guidance index be used as a measure of evaluation of another until it, itself, has demonstrated its validity.

A paradigm has been suggested that should enable each college to examine its program of student services and, while being mindful of these problems and complexities, to obtain a reasonable degree of assurance of its effectiveness. The general pattern is to list (1) a college aim, (2) the particular student personnel service that might be considered as contributing toward meeting that aim, (3) an indication of the specific aim, definable and measurable, which presumably is subsumed in the overall aim, and finally (4) possible indices of success or accomplishment.

The effectiveness of student personnel services can be judged and evaluated only in terms of desired student growth, development, and change. Although this is believed to be a truism, a number of factors must be recognized and evaluated that have only an indirect effect upon individual students; well managed, they make it possible for the other more direct services to exist and to flourish. Included among these factors, situations, activities, or services would be (1) effective organization and administrative policies of the college; (2) effective organization and adequate staffing of student personnel services; (3) clear delineation of responsibilities as among the administrative, instructional, and student personnel faculties; (4) clear delineation of who is "the student" that the college, and therefore student services, purposes to serve; (5) effective procedures for sharing information among any members of the total faculty who may be in position to help; (6) clear delineation of the teaching faculty role in guidance; (7) the maintenance of high morale that permits each segment of the faculty to see and accept its responsibilities while holding in high respect the responsibilities and functions of each other segment; (8) an adequate program of testing and other analytical devices by means of which information necessary to the educational process can be obtained from each student.

Criteria for Evaluation of Student Personnel Programs in Private Junior Colleges

Eugene L. Shepard
Stephens College

In the first section a definition of scope and terminology is given. Attention is called to the literature on evaluation to the tendency of some writers to use such terms as "research," "appraisal," "measurement," and "testing" as more or less synonymous. These terms are defined and differences in meaning noted. The scope of the student personnel services that a junior college will provide its students is discussed and shown to depend upon such considerations as: (1) the educational objectives of the institution, (2) the needs of the students, (3) the financial resources and staff available, and (4) the comprehensiveness and the size of the institution.

The extent to which student personnel services will occupy a position of central importance in an educational institution will depend upon the above facotrs. In addition, probable differences between the private and public junior colleges are discussed in relation to the character and pervasiveness of their individual student personnel services.

The second section of the paper reviews the various methodologies which have been used in the past for evaluating student personnel programs. Froelich's classifications of evaluative procedures into seven categories is listed. These include the survey, follow-up before and after, client opinion, expert opinion, experimental and specific techniques. Strengths and weaknesses of selected procedures are noted. The problem of establishing valid criteria of counseling effectiveness is acknowledged, and Shoben's point that "research studies of counseling effectiveness must be concerned with values, especially the valuations of the client and those others to whom he is significantly related" is emphasized.

It is acknowledged that the busy, harassed, service-oriented student personnel worker has not been very active in planning and carrying out evaluation studies in his own field. However, the thesis is promoted that even in the smaller institution, the professional worker can and should carry out relatively simple studies involving the systematic collection of data about its students, about what the institution attempts to do with them personnel-wise while they are on campus, and what happens to them afterward. Such information can lead to a modest form of evaluation. It is recommended that "service-studies" need to be and can be made by personnel workers and faculty counselors in every junior college. As a means of stimulating the thinking of the student personnel worker along these lines sixteen common hypotheses are listed as potential validation studies for his particular institution. A short bibliography is included.

Developing Student Personnel Programs in Newly Established Junior Colleges

Richard C. Richardson
Junior College District of St. Louis

In the developing institution, the philosophy of the chief administrator reflecting as it does the views of the board of trustees is a major determinant in the scope and direction of the student personnel service. Within the areas delimited by an institution's philosophy there are varying ways in which resources may be expended. To insure coordination of the growth process and wise utilization of resources, a strong centralized student personnel service is essential.

A major responsibility of the developing student personnel service concerns articulation of the college to a variety of community agencies, chief among which are the feeder schools. In addition to articulating the college program, the service must also seek information about the community, finding ways to interpret this information to all staff members. A basic requirement for the development of student personnel programs is a strong emphasis on institutional research. Institutional research provides both an evaluation of existing programs and directions for new programs.

At least three stages may be identified in the development of a new junior college. Initially, the organizational period, which be either strongly imitative or strongly imaginative, is characterized by moderate expansion, a heightened sense of purpose, flexible staff arrangements and unclear lines of authority. As the first students arrive, a second stage characterized by the onset of new ideas and by tensions created through the process of assimilation occurs bringing with it rapid expansion. After the institution has been in operation long enough for the enrollment to peak and begin to level off, the institution enters into the third stage; a period of stablization and reorganization. This third stage may well be the critical period for the growth of student personnel services since it provided the first opportunity to escape from the ideologically considerations of the first stage and the immediate practical considerations of the second.

Several major areas of the student personnel service may be identified as those causing the most concern in the initial development of a new junior college. These include admissions and record keeping, counseling, student activities, and the role of faculty advisors. As these aspects of the student personnel service develop, critical issues occur. The resolution of these issues determines to a large extent the final direction of the overall program. Through wise use of institutional research from the inception of the institution, the developing service may be guided by objective answers toward discovering the answers that work best in their particular setting.

Defining Functions of Student Personnel Workers and the Implications for Training and Utilization in Junior Colleges

Jane E. Matson
California State College at Los Angeles

Defining the functions of student personnel workers in a junior college should be approached in the light of the generally accepted functions of the junior college as a segment in the overall social institution of education. To the extent that the junior college has unique facets of purpose, the student personnel services will have unique aspects.

There seems little reason to doubt that the demand by many segments of our society for the expansion of educational opportunities will continue and probably at an accelerated pace. Not only will there be more people to educate and train because of the population growth, but a larger proportion of the total population than in past decades will be demanding some kind of education and/or training. In all probability, this demand will continue over a longer portion of an individual's life and may, for a sizable proportion of the population, not be as specifically related to an occupation as heretofore. The nature of the role which is assumed by the junior college will, in part, reflect the perception of society-at-large whose needs have spawned the institution.itself; but the specific dimensions of the role will be determined by the junior college through the efforts of the people who give it life.

Differences between the various levels of public education emerge from differences in the specific assignments assumed by each segment. The unique aspects of the junior college are rooted in the open door policy, the consequent broad curricular offerings, the responsibility to meet the needs of the local community and the briefer time period for the impact of the college to have its effect on students. The precise role of the student personnel workers in the junior college is dependent to some degree on the nature of the students for whom services are to be provided. While more accurate and more extensive data regarding junior college students is greatly needed, they can be placed generally in four major categories: recent high school graduates, adults with primarily vocational objectives, women returning to or entering the labor market, and those seeking general education. Each of these groups presents varying needs in the area of student personnel services. Other dimensions which are of significance are the socio-economic levels and the ability-achievement levels represented.

The role of the student personnel worker in the junior college may be considered from the viewpoint of four inter-related dimensions. The key dimension is that related to students. Whatever is done, it should be, directly or indirectly, related to the ultimate welfare of the student. A second dimension is that associated with relationship with the instructional staff. Only if the student personnel worker and the members of the teaching staff understand and accept their respective roles, and assume equal responsibility for establishing and maintaining good lines of communication will students be likely to receive what they are entitled to in the way of educational experiences. In a third dimension, the student personnel worker and the administrator share an area of mutual responsibility. This involves not only the acceptance of the philosophical bases for providing student personnel services but also a militant effort to discharge the obligations of administration in support of all kinds. In return, the student personnel worker has definite responsibilities to assist the administrator. The other major dimension is that of the student personnel worker's relationship to the community. This is shared with all members of the college staff. But the student personnel worker is likely to have more frequent and extensive opportunities to develop this dimension of his role than some other college staff members.

The competencies required to develop the four dimensions of student personnel work are varied and numerous. Some areas will require more highly developed technical skills than others. Much has been written about the basic personal qualities which are desirable for the effective student personnel worker. They can be described in many different terms but no matter what "labels" are used, what is really defined is the value-attitudinal system of the individual. The question of whether a background of teaching experience is essential is a controversial one but it can be assumed that while it may be highly desirable, it is not the only way to acquire adequate background for student personnel work. While a strong academic background in one of the behavioral sciences may be desirable, there is no conclusive evidence that it is a necessity. There is much to recommend a student personnel staff drawn from a variety of educational and experiential backgrounds.

The content of a proposed program of professional preparation is described in terms of nine major areas:

1. An understanding and acceptance of the role of the junior college in the context of higher education in our society.

2. A background in the behavioral and social sciences, broad and comprehensive enough to provide an understanding of the societal and cultural forces which influence the junior college student.

3. A good understanding of the growth and development processes -- physical as well as emotional -- which have contributed to the individual personality of each student.

4. Some understanding of the nature of group processes.

5. An understanding of the occupational structure of our society with its complexities, and rapidly changing shape, form and content.

6. Knowledge of the skill in the use of tests and other measurement techniques so that the distributive function of the junior college may be discharged on a foundation of adequate data.

7. Knowledge of the theories and principles of counseling and the development of skill in the use of the techniques of counseling to at least a minimal level.

8. Knowledge of sound principles of organization and administration, including an awareness of the ways in which data processing methods can contribute to the objectives of the student personnel functions.

9. Enough familiariety and skill in research methodology to ensure adequate attention to the evaluation of the various areas of student personnel work.

There is growing acceptance among counselor educators and allied professionals that this program will require two years of full-time graduate work or its equivalent. In-service training in the form of summer workshops, short term conferences, on-the-job training and similar activities should be used to amplify and supplement present levels of competency.

The degree of success of the junior college as a segment of education may depend on the adequacy of the student personnel services provided.

Appendix D

CRITICAL RESEARCH NEEDS STATED OR IMPLIED IN THE BRIEFING PAPERS

Prepared by Max R. Raines for Delegate Rankings Prior to the Conference

A LIST OF RESEARCH NEEDS FOR JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

INTRODUCTION: The attached list of research needs were stated or implied in the conference briefing papers. While it is hoped that all of the needs are reasonably significant, some will obviously suggest greater urgency than others. We need your assistance in selecting those that are the *most critical*. Although conference discussions may alter our opinions, a preconference effort to obtain a suitable focus for conference discussions is needed.

Each statement has been categorized according to one of the four seminar topics scheduled for Wednesday and Thursday. Obviously, some statements might have been included in more than one category; consequently, arbitrary decisions were required in some cases. A *response sheet* has been provided for you to record your selections.

DIRECTIONS: After reading the briefing papers, we suggest that you cut along the dotted lines to separate the statements for sorting purposes. Please *select* and *rank* the five most critical needs in each category and record your choices on the response sheet. Use both the Roman numeral and Arabic number in recording your responses. Then *select* and *record* those which are least critical in each category. (There is no need to rank the *least* critical needs.)

From the five most critical needs in each category, we would then like for you to select and rank the five most critical needs in the *entire list* and to record your selections in the space provided on the response sheet.

If you feel that any of the statements which you have selected as most critical should be revised, please record your suggested revisions on the *reverse side of the response sheet*. If we have omitted any highly critical research needs, please state them on the reverse side of the response sheet or on an attached sheet.

Mail your completed response sheet to J. W. McDaniel by March 21. He will tabulate and provide the results for further analysis by conference delegates and consultants.

Max R. Raines
Staff Director

pb
3/12/64

I. THE NATURE OF THE JUNIOR COLLEGE CLIMATE AS IT RELATES TO ACHIEVEMENT OF STUDENT PERSONNEL OBJECTIVES

I-1 *College Environment*. A need for instruments by which the educational and social climate of a junior college can be defined and evaluated in relationship to the stated objectives and philosophy of the college.

I-2 *Program Appraisal*. A need to develop an instrument by which junior colleges can appraise the major strengths and weaknesses of their own student personnel programs.

I-3 *Developmental Stages*. A need to identify stages in the evolutionary development of junior colleges and the implications of each stage for the development of student personnel programs.

I-4 *Community Survey*. A need to determine the extent to which the nature and resources of a community can and should affect the development of student personnel services.

I-5 *Community Survey*. A need for adequate methods of assessing community resources which can be used to enhance the student's educational experience or resolve special problems of students.

I-6 *Faculty Cooperation*. A need to identify the significant factors which condition faculty attitudes toward various facets of the student personnel program in junior colleges.

I-7 *Faculty Characteristics*. A need for analysis of the personal and professional characteristics of faculty members with respect to their degrees of favorableness toward student personnel work.

I-8 *Faculty Characteristics*. A need to determine the extent of relatedness between faculty attitudes toward the "open door," adaptive junior colleges, and their attitudes toward student personnel work.

I. THE NATURE OF THE JUNIOR COLLEGE CLIMATE AS IT RELATES TO ACHIEVEMENT OF STUDENT PERSONNEL OBJECTIVES (Continued)

I-9 *Faculty Cooperation*. A need to identify and analyze models of cooperative efforts between instructors and student personnel counselors which have resulted in individualized instruction for students.

I-10 *Faculty Cooperation*. A need to identify and analyze cooperative efforts of student personnel workers and instructors which have led to an enlargement of curricular opportunities for students.

I-11 *Curricular Development*. A need to experiment with a 13th year certificate program for students with limited ability and to compare the progress of such students with similar students not enrolled in such a program.

I-12 *Curricular Flexibilities*. A need to analyze academic regulations of various junior colleges to determine the extent they foster or restrict changes among students to curricula more appropriately suited to their needs and potentialities.

I-13 *Grading Consistency*. A need to develop methodology for studying the consistency of grading practices within an institution and their impact on predicting achievement of students.

I-14 *Probationary Policy Evaluation*. A need to determine if academic probationary and suspension procedures produce both short-term and long-term gains in college achievement.

I-15 *Student Activities Organization*. A need to determine whether student and faculty perceptions and participation in student activities is related to the amount or type of extra compensation received by faculty sponsors.

I-16 *Student Activities Follow-up*. A need to evaluate student activities in the junior college in terms of their relatedness to the social and educational needs of students and in terms of their relationship to later participation in community life.

I. THE NATURE OF THE JUNIOR COLLEGE CLIMATE AS IT RELATES TO ACHIEVEMENT OF STUDENT PERSONNEL OBJECTIVES (Continued)

I-17 *Student Activities Evaluation.* A need to study the impact of participation in various types of student activities upon the values and attitudes of the participants.

I-18 *Student Activities Evaluation.* A need to determine if participation in junior college student activities is positively related to academic achievement and educational progress of students.

I-19 *Student Activities Development.* A need to experiment with cooperative efforts among junior colleges to provide national and overseas tours for their students at minimal costs.

I-20 *Housing Evaluation.* A need to determine the relatedness of various types of housing to the educational progress of junior college students.

II. THE SIGNIFICANT CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS

II-1 *Testing Appraisal*. A need to appraise the types of testing instruments being used in junior colleges in relationship to the nature of the student clientele that is being served.

II-2 *Admissions Testing*. A need to compare the relative merits of uniform admissions testing as opposed to admissions testing which is adapted to the needs of various sub-groups of incoming students.

II-3 *Skill Level Assessment*. A need for improved methods of diagnosing basic skill levels of junior college students prior to course placement.

II-4 *Adaptive Testing*. A need to develop an instrument for diagnosing potentialities of students with limited aptitudes for a traditional college program.

II-5 *Non-Intellective Appraisal*. A need for an instrument for diagnosing non-intellective characteristics of junior college students which are related to successful adjustment of students to various types of courses and curricula.

II-6 *Basic Data Needs*. A need to clarify the basic data pertaining to student characteristics that are essential in any empirical effort to define the needs of junior college students.

II-7 *Social Class Analysis*. A need for methods of defining social class background of entering students as well as its influence on perceptions of courses and curricula.

II-8 *Career Values*. A need for an instrument which identifies the career related values of junior college students.

II. THE SIGNIFICANT CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS (Continued)

II-9 *Terminology Consensus*. A need to investigate the possibilities of intercooperation among junior colleges in agreeing upon classification categories used in demographic reports of the student population.

II-10 *Drop-Out Prediction*. A need for methods of identifying high risk drop-outs among those students who appear to be capable of succeeding in their chosen courses of study.

II-11 *Follow-Up Studies*. A need to identify characteristics which contribute to success or failure of the graduates of occupational programs in their first job after graduation.

II-12 *Career Related Courses*. A need to determine if students of equal abilities achieve differently in programs where courses have direct career implications as opposed to programs where career implications are indirect.

II-13 *General Education Courses*. A need to define basic needs of junior college students for general education in relationship to the student's self-perceived needs for general education.

II-14 *Sophomore Testing*. A need to identify and analyze the contributions of sophomore testing during the 4th semester in strengthening the instructional program and the guidance program.

II-15 *Transfer Follow-Up*. A need to analyze and compare the characteristics of students who have satisfactory transfer experiences as opposed to those who do not have satisfactory transfer experiences.

II-16 *Data Interpretation*. A need to identify effective methods for interpreting student characteristics data to members of the faculty, to Boards of control, and to the community at large.

III. ESSENTIAL ELEMENTS OF AN EFFECTIVE GUIDANCE PROGRAM

III-1 *Articulation Survey*. A need for an instrument to appraise the knowledge and attitudes of counselors and teachers in high schools about the purposes, opportunities, requirements, and standards of the local junior college.

III-2 *Pre-Enrollment Needs*. A need to determine experimentally if greater efforts to help students develop firm vocational goals prior to junior college matriculation will enhance their chances of college success.

III-3 *Counselor Preparation*. A need for an instrument that will appraise basic knowledge among junior college student personnel workers of occupational opportunities, requirements, and related occupational adjustment factors.

III-4 *Career Research Centers*. A need to investigate the potential need for regional centers of career research for providing up-to-date information on economic and occupational needs and trends.

III-5 *Adult Needs Survey*. A need for systematic methods of appraising the guidance needs of adults in the community which might be met by the junior college student personnel program.

III-6 *Career Values*. A need for an empirical study of the factors which influence some junior college students to reject curricular opportunities in keeping with their level of ability in favor of curricular choices that are well beyond their capacities.

III-7 *Advisory System Experimentation*. A need to determine the amount and types of background data on advisees that are useful to faculty advisors.

III-8 *Group Guidance Evaluation*. A need for instruments and methodology by which group guidance courses can be evaluated satisfactorily.

III. ESSENTIAL ELEMENTS OF AN EFFECTIVE GUIDANCE PROGRAM (Continued)

III-9 *Group Guidance Experimentation*. A need to experiment with group guidance techniques that might increase student acceptance of the intrinsic values of learning.

III-10 *Advisory Appraisal*. A need to compare the effectiveness of faculty-wide advisory systems in large junior colleges with similar advisory systems in small junior colleges.

III-11 *Group Guidance Evaluation*. A need for an instrument that will assess attitude changes toward social and political issues as a result of courses designed to consider such issues.

III-12 *Counseling Methodology*. A need to determine if the use of predictive tables in the counseling process fosters voluntary acceptance of course and curricular eligibility restrictions among entering students.

III-13 *Counseling Methodology*. A need to compare the educational progress of students who (1) seek counseling assistance voluntarily, (2) who are "called in" as the need suggests, and (3) who are scheduled routinely for counseling interviews.

III-14 *Counseling Methodology*. A need to determine if probationary students scheduled for regular counseling assistance show greater gains in achievement than those not scheduled for regular assistance.

III-15 *Counseling Evaluation*. A need for systematic approach in evaluating counseling outcomes.

III-16 *Health Services*. A need to survey and analyze the adequacy of junior college health programs in the light of student needs, health practices, and health information.

IV. THE STAFFING REQUIREMENTS FOR AN EFFECTIVE STUDENT PERSONNEL ORGANIZATION

IV-1 *Staff Analysis*. A need for an empirical study of the specific functions performed by various types of student personnel workers in junior colleges. (i.e. advisors, counselors, activity directors, placement directors, registrars, admissions officers, etc.)

IV-2 *Staff Selection*. A need to examine the training, background, and experience of junior college student personnel workers in terms of the functions which they are assigned.

IV-3 *Role Analysis*. A need for a comparative study of the role of the counselor in the junior college (1) as prescribed by the institution, (2) as reflected in a job analysis of actual counselor functions, (3) as perceived by the counselor, (4) as perceived by faculty, and (5) as perceived by students.

IV-4 *Organizational Methods*. A need to compare the responses of faculty members toward advisement (1) who receive no extra pay or reduced loads, (2) who receive extra pay, and (3) who have reduced teaching loads.

IV-5 *Organizational Methods*. A need to examine the significance of a compatibility of educational, career, and avocational interests in the assignment of students to faculty advisors.

IV-6 *Counseling Assignments*. A need to determine on an empirical basis the number of students which a professionally trained junior college counselor can handle effectively.

IV-7 *Counselor Training*. A need to survey and analyze the content and nature of graduate training programs from which junior college counselors emerge.

IV-8 *Counselor Evaluation*. A need for methods of evaluating the effectiveness of professional counselors in a junior college setting.

IV. THE STAFFING REQUIREMENTS FOR AN EFFECTIVE STUDENT PERSONNEL ORGANIZATION (Continued)

IV-9 *Organizational Methods*. A need to study the effects of teaching responsibilities of counselors upon the response of students to counselors and the response of faculty to counselors.

IV-10 *Counselor Assistants*. A need to determine the feasibility of training available and suitable college graduates within the community to serve in an assisting capacity in guidance programs for adults.

IV-11 *Administrator's Training*. A need for survey and analysis of training programs designed for junior college administrators to determine the nature and extent of emphasis upon student personnel development.

IV-12 *In-Service Training*. A need to analyze the strengths and weaknesses of various in-service training programs and the factors which block adequate development of such programs.

IV-13 *Research Training*. A need to determine the extent to which training programs for junior college student personnel workers teach the skills of structuring research projects and the "intuitive art" of interpreting data.

IV-14 *Paper Work Demands*. A need to evaluate record keeping procedures in terms of their actual contributions and in relationship to the amount of clerical time that may be required of professional staff members to maintain the records system.

IV-15 *Counselor Preparation*. A need to examine the quality of supervision received by junior college counselors who are engaging in personal counseling which borders on psychotherapy.

IV-16 *Research Development*. A need to define the time, resources, and staff training necessary to carry on a basic program of institutional research.

RESPONSE SHEET FOR CHECKLIST OF RESEARCH NEEDS

Delegate ______________________ Institution ______________________

Type of College	Age of College	No. Full-Time Students (Equated)
___ Public	___ Under 6 yrs.	___ Less than 1000
___ Private	___ Six or more years	___ 1000 or more

Seminar I. College Climate

Most Critical
Rank Item
1st ___
2nd ___
3rd ___
4th ___
5th ___

Least Critical
(Not ranked)
Item ___ Item ___
Item ___ Item ___
Item ___

Seminar II. Student Characteristics

Most Critical
Rank Item
1st ___
2nd ___
3rd ___
4th ___
5th ___

Least Critical
(Not ranked)
Item ___ Item ___
Item ___ Item ___
Item ___

Seminar III. Guidance Programs

Most Critical
Rank Item
1st ___
2nd ___
3rd ___
4th ___
5th ___

Least Critical
(Not ranked)
Item ___ Item ___
Item ___ Item ___
Item ___

Seminar IV. Staff Needs

Most Critical
Rank Item
1st ___
2nd ___
3rd ___
4th ___
5th ___

Least Critical
(Not ranked)
Item ___ Item ___
Item ___ Item ___
Item ___

Please rank the five most critical needs in the entire list, regardless of category:

1st _______, 2nd _______, 3rd _______, 4th _______, and 5th _______

Please mail this RESPONSE SHEET by March 21 to:

Dr. J. W. McDaniel
Vice-President for Instruction
San Bernardino Junior College
San Bernardino, California

Use reverse side for suggesting additional research needs or for restating any of the listed needs.

pb
3/10/64

Appendix E

ABSTRACTS OF RESEARCH STUDIES CONDUCTED AMONG PARTICIPATING JUNIOR COLLEGES

The abstracts were submitted prior to the conference and were reviewed and categorized by Marie R. Prahl, Director of Guidance Services, Flint Community Junior College.

Project for Appraisal and Development
of Junior College Student Personnel Programs

MEMORANDUM

TO: Conference Delegates **DATE:** February 17, 1964

FROM: Max R. Raines

SUBJECT: Abstracts of Student Personnel Studies

Most junior colleges carry on investigations or projects from time to time to meet specific needs or problems. More often than not the investigators do not publish the results due to modesty or lack of time. Nevertheless, results of these projects are frequently used as a partial basis for making decisions or resolving problems.

We have enclosed an outline guide for preparing abstracts of such studies. [An illustration, based on a project which we carried on in Flint, is included.] Please use the guide to prepare summaries of the studies or projects which you have conducted during the past four or five years. If there are quite a number of them, select those which you believe to have been most fruitful. *You need not feel apologetic if all of your staff time was spent with students or faculty.*

These abstracts will be most beneficial to our research specialists who will be conducting seminars at the conference. Not only will the abstracts provide clues as to areas of considerable concern but they will also tell us "who" has tried "what," "when," and "where." Please use single spaced typing (on white paper) in case we should decide to make duplications (via Xerox and multilithing processes).

Please send your abstracts by *MARCH 10* to:

Miss Marie R. Prahl
Director of Guidance
Flint Community Junior College
Flint, Michigan

Max R. Raines
Staff Director for the Committee

pb

MRR:pb
2/17/64

Abstract Outline
(Please limit description to one page of
single spaced typing)

TITLE:	Use a brief descriptive title.
BACKGROUND:	Indicate why the study was undertaken.
OBJECTIVE:	State only the most important objectives of the study and try not to confuse procedures with objectives.
PROCEDURES:	Summarize the steps that were taken to obtain the data, the methods of processing the data and the size and scope of the effort. Important weaknesses of the study might be mentioned.
FINDINGS:	Highlight the most important findings. Statistics should be used only if essential to the explanation of findings.
IMPLEMENTATION:	Summarize the follow-up action which might be attributed to the study. If nothing was done to implement the finding, describe briefly the factors which prevented implementation.

[The attached sample abstract is intended to illustrate how a study can be summarized in one page. You may feel as if you are writing a telegram or entering an Ivory soap contest requiring 25 words or less. Use terminology the layman would understand whenever possible.]

MRR:pb
2/17/64

[*AN ILLUSTRATION OF AN ABSTRACT*]

TITLE: A PARTIAL APPRAISAL OF THE FACULTY ADVISORY SYSTEM AT FLINT JUNIOR COLLEGE

BACKGROUND: Criticisms of the faculty-wide advisory system by students, faculty members, and others suggested the need for appraisal of the system. Problems in the advisory system had been magnified by the rapid increase of faculty members from 34 in 1956 to more than 140 by 1960. Focus of the study was upon adequacy of the "system" rather than upon the quality of the advisory skills of faculty members.

OBJECTIVES: The specific objectives were (1) to determine the extent and nature of advisor-advisee contacts during the 1959-60 academic year, (2) to identify factors related to establishment of conference contacts with advisees, and (3) to identify the predominant concerns of advisees as judged by their advisors.

PROCEDURES: In May, 1960, 106 of 140 faculty advisors responded anonymously to a checklist of items for each of their advisees. The checklist emphasized the types of contacts, the number of contacts, the curricular distribution of advisees, the types of advisee problems encountered, and the types of "system" problems which negatively affected advisement of students. [Recall accuracy of advisors who did not keep written records of contacts with advisees was recognized as a major limitation of the study.] Advisor responses were punched into IBM cards and analyzed according to departmental assignments of advisors.

FINDINGS: At least one conference was established with 85% of the 1707 advisees listed by faculty members. Three factors significantly related to establishment of "conference contact" were (1) requiring students to obtain advisor's signature before registration, (2) enrollment of advisees in at least one of the advisor's classes and (3) type and size of department. Surprisingly, the number of advisees per advisor showed little or no relationship to success in establishing "conference contact." In order of frequency, advisor criticisms of the system were (1) lack of information on advisee, (2) "patchwork" programs resulting from drop-add procedures, (3) lack of senior college information and (4) curricular objectives unrelated to advisor's background. Vocational indecision, senior college selection and inadequate academic progress were judged as the most predominant and difficult problems encountered in advisory conferences.

IMPLEMENTATION: Based on this study and other observations, emphasis was placed on (1) greater use of faculty members who revealed active concern for advising students, (2) use of some faculty members on an extra pay basis as summer advisors (upon completion of an in-service training program), (3) methods of increasing background information on advisees as well as senior college requirements for use in advisory conferences, and (4) assignment of incoming probationary students to the student personnel division for advisement and counseling. Also, advisory coordinators were appointed in several departments to work in a liaison capacity with the student personnel division and to assume heavier advisory responsibilities (with released time).

Flint Junior College	May 1960	Max R. Raines
Institution	Date(s) of Study	Chief Investigator

2/17/64

Institutional Research Abstracts

Community and Institutional Needs

A Technical and Semi-Professional Employment Survey (Montgomery Junior College)

Survey of Vocational-Technical-Industrial Education (Tyler Junior College)

Evaluation Studies

Effectiveness of a Course in Vocational Planning (American River Junior College)

Validity of the American River Junior College Mathematics Test as a Placement Instrument for Math Classes (American River Junior College)

Status Study in Fine Arts and Social Studies of Selected Students at American River Junior College (American River Junior College)

Longitudinal Normative Study of Freshmen at Clark (Clark College)

A Program of Success Prediction for Terminal Programs Derived from Local Data and Applicable to Any Situation (Clark College)

A Regression Analysis to Determine Optimal Use of Ten Selected Variables to Predict Success for Entering Freshmen at Clark College (Clark College)

A Study of Students Entering on Probationary Status from Other Colleges (Clark College)

How May the Cooperative English Test and the School and College Ability Test Be Utilized Most Effectively in the Placement of Students in English Classes at El Camino College? (El Camino College)

A Study of Grade Distribution in Various Departments (Fashion Institute of Technology)

Relationship of Salary Level and Scholastic Achievement (Fashion Institute of Technology)

Annual Report on "Utilization of the Office of Community Resources" (Fashion Institute of Technology)

Study of Curriculum Revision at Fort Smith Junior College (Fort Smith Junior College)

Study of Grades Issued at Fort Smith Junior College (Fort Smith Junior College)

Study of the Number of Degrees Granted at Fort Smith Junior College (Fort Smith Junior College)

Study of Enrollment in Different Curricular Areas at Fort Smith Junior College (Fort Smith Junior College)

Ability, Achievement and the Kendall Student (Kendall College)

An Evaluation of the Relationship of Mid-Semester and End of Semester Grades for Montgomery Junior College Freshmen (Montgomery Junior College)

A Preliminary Validation Study of the American College Test at the Montgomery Junior College (Montgomery Junior College)

A Study of the Predictive Value of Matriculation Test Scores at Orange Coast College (Orange Coast College)

The Efficacy of Remedial Courses for the "Low-Ability" Student (Los Angeles City College)

Some Attributes of Entering Students and Their Relationship to Performance on the Entrance Examination (Los Angeles City College)

A Comparison of Ability and Accomplishment of Students in Classes Using Closed-Circuit Television and Students in Classes Using Traditional Methods (St. Petersburg Junior College)

A Comparison of the General Aptitude Test Battery Scores and American College Test Scores (San Antonio College)

A Critical Analysis of Withdrawals and Abandonment of Credit Courses in the Evening Division of San Antonio College (San Antonio College)

Comparative Study of the San Antonio College Freshman Students Entering the Junior College in 1962 and 1963 from 41 Local High Schools (San Antonio College)

The High School Underachiever Changes Pattern in College (Stephens College)

Student Characteristics and Institutional Image

The Junior College Low Ability Student - Dr. Ernest Berg, Oakland City College, Oakland, California (American River Junior College)

Selected Factors Bearing on the Persistence and Academic Performance of Low Ability Students in Four California Junior Colleges (American River Junior College)

Characteristics of the Potentially Educable and Uneducable Junior College Student (American River Junior College)

A Structured Description of Successful Terminal Technical Students (American River Junior College)

A Comparison of College and University Environment Scales Responses of Bakersfield College Students Before and After Upper-Division Study (Bakersfield College)

A 1956 Pilot Study--Diablo Valley College (Diablo Valley College)

Personality Needs of Community College and University Students and Their Perceptions of the Press of Their Institutions: An Experimental Investigation (Lansing Community College)

Characteristics of Withdrawing Students, 1961-62 (Los Angeles City College)

A Survey of How Faculty and Students Perceive the Montgomery Junior College (Montgomery Junior College)

Problems Reported by Orange Coast College Freshmen (Orange Coast College)

A Study of Student Characteristics at Orange Coast College (Orange Coast College)

A Study of the Prevailing College Atmosphere at Orange Coast College (Orange Coast College)

Characteristics of Individuals Taking the Tests of General Educational Development, High School Level (San Antonio College)

A Comparison Between Students from Two and Four-Year Colleges (San Antonio College)

Some Factors in Career Choice of Freshman Students in a Metropolitan Junior College (San Antonio College)

Studies of Practices, Procedures, Programs

Class Placement Questionnaire (American River Junior College)

Psychology Placement Survey (American River Junior College)

Effectiveness of J. C. Counseling for the State College Transfer Student (In Progress) (American River Junior College)

A Concept of Junior College Counseling (American River Junior College)

Counselor's Handbook for American River Junior College (American River Junior College)

Predicting Success in Psychology 1A (Bakersfield College)

Predicting Success in Health 1 (Bakersfield College)

An Analysis of High School Grades School College Ability Test Scores Pertaining to Guidance at Bakersfield College (Bakersfield College)

Report on Late Entrants to Courses (Bakersfield College)

Proposed Honors at Entrance Program (Bakersfield College)

Predicting Success in History 17A (Bakersfield College)

A Preliminary Survey of the Salvage Function at Central Florida Junior College (Central Florida Junior College)

Projection of Past Enrollment to Predict 1961 Enrollment (Clark College)

Study of Registration Procedures (El Camino College)

The Advanced Placement Program at El Camino College (El Camino College)

A Comparative Analysis of Loan Programs at the State University at Farmingdale (State University at Farmingdale)

A Mental Health Program in a Community College (Fashion Institute of Technology)

Experimental Project with Low Academic Potential Students at Foothill College (Foothill College)

Impressions of Short Term Counseling Interviews Among 187 Freshmen Students at Gibbs Junior College, Saint Petersburg, Florida (Gibbs Junior College)

A Partial Evaluation of the Student Activities Program at Montgomery Junior College (Montgomery Junior College)

An Appraisal of the Early Placement Program at Montgomery Junior College (Montgomery Junior College)

A Partial Appraisal of the Faculty - Student Forum at Perkinston Junior College (Perkinston Junior College)

A Brief Survey of the Admissions Procedure at Perkinston College (Perkinston College)

Study of Activity Period Utilization (Saint Petersburg Junior College)

An Evaluation of Present Placement Procedures in English and Mathematics at San Antonio College (San Antonio College)

A Study of the Policies of Admission by Examination Currently in Use at San Antonio College (San Antonio College)

Prediction of Future Enrollment for San Antonio College (San Antonio College)

A Follow-up Study of Students Placed in a Special Curriculum Course by Reason of Their Low Scores on the Entrance Examination at San Antonio College (San Antonio College)

Appraisal of Student Opinion of Counseling Service, Stephens College, 1962-63 (Stephens College)

Investigation of Extent to Which Advisers Plan Balanced Programs for First-Year Students at Stephens College (Stephens College)

Challenges for a Faculty Advisory Council in Tyler Junior College (Tyler Junior College)

Development of Cooperative Activity Program for Wingate College Students During Free Time (Wingate College)

Follow-Up: Transfers, Technical Students, Dropouts

The American River Junior College Graduate: A Follow-Up Study (American River Junior College)

A Follow-Up Study of Former Students of a Threshold Program (Designed for Students with Academic Disabilities) (American River Junior College)

Survey of Bakersfield College Students Attending Four-Year Colleges and Universities (Bakersfield College)

The 1960 Graduating Class: A Three-Year Follow-Up Project Reports Filed at the End of Each Year of Study (Clark College)

Survey of Graduates - Class of June 1963 (Crane Junior College)

What Are the Graduates of El Camino College for the Year 1959 Doing? (El Camino College)

What Are the Graduates of 1959 Doing; How Do They Rate the College Services and Instruction Received; What Do They Suggest for Improvement? (El Camino College)

A Placement Study of Five Classes of State University at Farmingdale Graduates Covering a Ten-Year Span (State University at Farmingdale)

Transfers from F. I. T. to Four-Year Institutions (Fashion Institute of Technology)

One-Year Follow-Up Study of Class of 1962 (Fashion Institute of Technology)

Study of Dropouts at Fort Smith Junior College (Fort Smith Junior College)

Student Opinion Survey at Fort Smith Junior College (Fort Smith Junior College)

Questionnaires Sent to Graduates of Fort Smith Junior College (Fort Smith Junior College)

A Follow-Up Study of Montgomery Junior College Transfers (Montgomery Junior College)

A Study of Student Withdrawals at the Montgomery Junior College (Montgomery Junior College)

The 1960 Longitudinal Study: The Dropouts, Three Years Later (Montgomery Junior College)

A Study of Transfer Students at Montgomery Junior College, Takoma Park, Maryland (Montgomery Junior College)

A Follow-Up Study of Fifty Graduates of Perkinston Junior College (Perkinston Junior College)

Stephens College Transcript Study (Stephens College)

A Follow-Up Study of Secretarial Students of Tyler Junior College for the Three-Year Period 1958-1960 Inclusive (Tyler Junior College)

Faculty

Qualities of a Good Junior College Instructor (American River Junior College)

Study of Faculty Growth at Fort Smith Junior College (Fort Smith Junior College)

Evaluation of the Effectiveness of Faculty Teaching at Wingate College (Wingate College)

Factors Which Have Bearing Upon Morale of Faculty and Staff at Wingate College (Wingate College)

Appendix F

TABULATED RESPONSES OF DELEGATES TO THE REVISION OF THE DEVELOPMENTAL GUIDELINES REVIEWED BY DELEGATES AT THE CONFERENCE

Max R. Raines, Staff Director
for the National Committee

Special Note: Responses of 49 of the 50 delegates to the Developmental Guidelines are presented in the following pages. In order that the reader might analyze the distribution of responses within the context of the statements, the following method of reporting responses was employed. The first digit(s) represents the number of must responses; the second digit(s), the number of should responses; the third digit(s) the number of might responses; and the fourth digit(s) the number of need not responses.

No responses were not tabulated but can be ascertained by subtracting the total number of responses to any item from 49. A response of 25 or more delegates in a particular response category represents at least a simple majority of all participating delegates. The Developmental Guidelines were not viewed as a measuring instrument; consequently, statistical treatment beyond a mere tabulation of responses is not warranted.

Project for Appraisal and Development
of Junior College Student Personnel Programs

MEMORANDUM

TO:	Conference Participants	DATE: June 19, 1964
FROM:	Max R. Raines	
SUBJECT:	Revision of Developmental Guidelines	

In the process of revising the guideline statements, I have attempted to incorporate the implied as well as the specific suggestions made by delegates at our Chicago Conference. As I re-examined the statements, it occurred to me that they might be viewed as Developmental Guidelines. Certainly, they cannot be considered as "standards" because we lack empirical evidence to support their validity.

I believe our Chicago deliberations indicated that we can achieve a general consensus regarding "appropriate" directions. The actual merit of the Developmental Guidelines will not be known, however, until some junior colleges have used them in well conceived pilot studies. Any intensive use is likely to suggest considerable revision of the guidelines and could conceivably uncover new dimensions in programming.

We need your judgments and revisions at the earliest possible date. Please read the directions carefully before immersing yourself in the task.

Good Luck!

Max

pb

P.S. Certainly enjoyed meeting you at the conference and will try to keep you up-to-date regarding developments of the project.

MRR

Proposed Developmental Guidelines for Junior College
Student Personnel Programs

DIRECTIONS

Select the auxiliary verb which in your judgment best expresses the relative significance of each statement (or sub-statement) in fostering development of effective and comprehensive student personnel programs. The auxiliary verbs are defined as follows:

must - essential for producing effective programs.

should - definitely desirable but not essential for producing effective programs.

might - could be desirable, depending on the circumstances or nature of a particular college or program.

need not - of little or no consequence in program development.

Please fill in the blanks with the auxiliary verbs which best express your judgments.

If the statement needs further revision please restructure it on the opposite page. (Identify by item code number.)

If you can think of additional landmarks of effective programs, please sketch them out on the opposite page.

Auxiliary Verbs

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1.0.0 INSTITUTIONAL SETTING

1.1.0 Objectives and Policies

1.1.1 College Objectives. The objectives of the college (40-4-0-0) be expressed in terms of the educational outcomes which the college is seeking, (34-10-0-0) be endorsed by the governing board of the college and the college faculty, and (35-12-1-0) be stated in a manner that provides a basic point of reference for evaluating the total college program or important segments of the program.

1.1.2 College Policies. The major policies, regulations, and operational procedures of the college which pertain to the student personnel program (36-10-0-0) be stated in a definitive manner, (40-6-0-0) be consistent with the stated objectives of the college, and (40-7-0-0) be in keeping with the needs of students as well as institutional needs.

1.1.3 Student Personnel Scope and Aims. The scope and aims of the various operational facets comprising the total student personnel program of the college (30-17-0-0) be clearly delineated, (34-13-0-0) be stated in terms consistent with institutional objectives, (24-23-1-0) be endorsed by the faculty and administration, and (24-20-1-0) be usable as a frame of reference for evaluating the student personnel program.

1.2.0 Staffing the Student Personnel Program

1.2.1 Staff Supervision. The total student personnel program (26-20-2-0) be coordinated and supervised by a single administrative officer who has direct access to the chief administrator of the college.

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1.2.2 Staffing Rationale. A rationale for employment of an adequate student personnel staff (27-22-0-0) be developed and the rationale (23-24-2-0) reflect efforts to implement the stated objectives of the college and the student personnel program, and (23-22-2-0) take into account the anticipated growth and development of the institution.

1.2.3 Staff Functions. The functions and responsibilities of the student personnel staff (17-30-0-0) be outlined in written job descriptions and (18-30-0-0) reflect implementation of institutional objectives.

1.2.4 Staff Qualifications. The training, background, experience, and personal qualities of student personnel staff members (32-14-1-0) be congruent with their assigned responsibilities.

1.2.5 Staff Development. The continuing need for professional growth and development among student personnel workers (14-29-5-0) be recognized through provision of in-service opportunities for professional development on campus, (12-31-5-0) foster active participation in professional organizations and conferences, and (____________) provide time (and other resources, if possible) for advanced graduate training.

1.2.6 Clerical Assistance. The needs for clerical assistance within each operational facet of the student personnel program (34-12-3-0) be carefully analyzed, (17-28-4-0) be projected for the year ahead and (24-20-2-1) be interpreted to those who make decisions on clerical matters.

1.3.0 College Facilities and Resources

1.3.1 Interviewing Facilities. An adequate number of interviewing facilities (34-13-0-0) be available to counselors or advisors and (34-15-0-0) provide suitable privacy (27-19-1-0) be readily accessible to students and staff members, and (20-25-2-0) facilitate ready use of student records.

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1.3.2 Student Activity Facilities. Space, supplies, and equipment for student activities (22-24-2-0) be sufficiently available and functionally arranged to foster student participation in a variety of organized and informal activities that contribute to the social, vocational, recreational, educational, and cultural development of students.

1.4.0 Institutional Research Program

1.4.1 Research Coordination. The college administration (24-21-2-0) develop a plan for coordinating institutional research efforts that will provide, in addition to other significant data, basic information regarding the nature and progress of students.

1.4.2 Research Assignments. If members of the student personnel staff are assigned institutional research responsibilities, adequate staff (35-11-2-0) be provided so that students needing individual attention are not penalized by the loss of staff time involved in research efforts.

1.4.3 Institutional Appraisal. A comprehensive and coordinated plan for conducting institutional self-studies (14-33-1-0) be adopted and the self-studies (9-32-6-1) be conducted at least two times in each decade to assess the strengths and weaknesses in the growth and development of the total college program.

1.5.0 Administrative Support for Student Personnel Program

1.5.1 Budgetary Provision. If the college claims provision of comprehensive guidance and student personnel services as one of its attributes, the proportion of the college budget expended for the student personnel program (21-14-11-1) be at least 10 percent of the amount expended on the instructional program.

1.5.2 Budget Formulation. The chief administrator of the student personnel program (22-17-5-4) be actively involved in the formulation of the total college budget.

1.5.3 Administrative Appointments. Those persons appointed to administrative positions throughout the college view the student personnel program as an integral part of the total college program and their attitudes toward student personnel work (22-20-6-0) be considered prior to their appointment.

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1.5.4 Staff Participation. Members of the student personnel staff (26-18-4-0) be active participants in major committees of the college which are concerned with significant facets of the total operation of the college.

2.0.0 FACULTY AND INSTRUCTIONAL RELATEDNESS

2.0.1 Course Placement. Members of the student personnel staff who are directly concerned with student selection of courses and curricula (26-20-2-1) be participating with faculty members in cooperative efforts to define pragmatically appropriate entry requirements for various courses and curricula.

2.0.2 Curriculum Development. Student personnel workers (26-24-3-1) be actively involved with faculty members in continuing efforts to identify needs for additional courses and curricula or for revisions in curricular requirements.

2.0.3 Role Communication. Cooperative efforts and projects among the student personnel workers and the faculty (23-17-1-0) reflect a shared purpose, sense of direction, and evaluative concern for the college program as well as basic recognition of the contributions that each has to offer in the educational development and progress of students.

2.0.4 Staff Communication. College staff members serving as part-time members of the student personnel program (curricular advisors, activity sponsors, summer admissions interviewers, etc.) (33-14-0-0) demonstrate an understanding of and positive attitude toward their designated role and (29-18-1-0) demonstrate an understanding of their role as related to the personnel roles performed by other staff members.

2.0.5 Informational Service. Information that will enhance the teaching situation or the student advisory roles of faculty members (18-18-1-0) be collected, summarized and communicated to the faculty by members of student personnel staff on a continuing basis (e.g. written appraisals of student case conferences, enrollment statistics, local norms, etc.).

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3.0.0 STUDENT CHARACTERISTICS

3.1.0 Data Collection and Analysis

3.1.1 Data Needs. The types, sources, and nature of data regarded as significant in determining student needs (21-20-2-0) be defined cooperatively by appropriate representatives of the total college staff having need for such data.

3.1.2 Group Appraisal. The data concerning student characteristics which is collected and analyzed (15-25-5-0) enable the identification of groups of students which may need special social, educational, vocational, and cultural programs or activities.

3.1.3 Individual Appraisal. The data collected concerning the characteristics of each individual student (20-21-7-0) permit normative comparisons with characteristics of other students, and (15-25-8-0) enable a longitudinal analysis of the social, educational, vocational, and cultural development of each individual student as a basis for effective counseling.

3.1.4 Cumulative Data. Information concerning student progress and development while at the college (30-16-1-0) be collected in cumulative fashion and organized in such a manner that the information can be used effectively not only in individual counseling situations with the student but also in institutional appraisals of the extent to which students are taking advantage of their educational opportunities.

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3.1.5 Data Feedback. Procedures (26-19-3-0) be developed by the student personnel staff to provide significant information concerning student characteristics and student progress that have implications for the development of college programs, staff, and facilities.

3.2.0 College Testing

3.2.1 Testing Administration. The college (20-25-3-0) develop a college-wide testing program under the general supervision of a student personnel staff member who is well versed in testing resources, test administration, and statistical analysis of test results.

3.2.2 Testing Rationale. A written statement of the rationale for the college-wide testing program (10-33-4-1) be prepared. The rationale (25-20-3-0) be consistent with the types of students who are to be tested and it (25-18-3-0) be cognizant of the specific uses that are to be made of the test results on behalf of the student as well as the institution.

3.2.3 Testing Validation. Continuing efforts (26-18-4-0) be made by the designated members of the college staff to validate the college-wide testing program through carefully designed statistical studies.

3.2.4 Testing Resources. In addition to those tests of a cognitive nature which may be administered to all incoming students, supplementary tests and inventories which assess non-cognitive traits (10-28-7-2) be used by members of the counseling staff in accordance with their levels of professional competency.

3.2.5 Adaptive Testing. While a definitive test or test battery may be routinely administered to all incoming students, additional tests or inventories (8-21-19-1) be administered to groups of students who share common but special needs (e.g. undecided students, students deficient in certain basic skills, students with consistent patterns of under-achievement, students with unrealistic aspirations, etc.)

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3.2.6 Test Interpretation. Results of the college-wide testing program (33-15-0-0) be made available, organized and presented in such a manner that they (1) are meaningful in any individual interpretation to students, (2) are useful to the faculty member who may seek greater understanding of his students, and (3) are amenable to descriptive analysis of the nature of the total student population.

3.2.7 Test Adoption. Prior to the adoption of a test or battery of tests to be used in the college-wide testing program, those members of the college staff who will make frequent use of the results (19-26-1-2) be provided with full opportunity to participate in the evaluation and selection of the tests or test batteries.

4.0.0 ORIENTATION OF STUDENTS

4.0.1 Orientation Scope. While the orientation process may vary in methods, content, and intensity depending on the accessibility of prospective students as well as their readiness for college information, the scope of the process (24-22-1-2) be conceptualized as extending from the time the prospective students are seriously concerned with a choice of college and curricula until they have made an initial adjustment to college life.

4.0.2 Program Coordination. While orientation responsibilities may be shared by many college staff members and student leaders, one member of the student personnel staff (26-22-0-1) be appointed to translate the orientation process into a definitive program and to coordinate the use of staff, physical facilities, and interpretative materials.

4.0.3 Interpretative Materials. College publications and informational materials (29-20-0-0) be developed which accurately present college opportunities and requirements and such materials (24-25-0-0) be matched to the levels of comprehension and readiness of the clientele (students and parents) for whom they are intended.

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4.0.4 Orientation Methodology. In addition to the use of printed materials, interpretative methods (24-17-7-0) be used in the orientation process (e.g. informal discussions, lectures, audio-visual aids, individual interviews, campus tours, high school visitations, mass media, etc.) and the potential contributions of faculty and students are utilized.

4.0.5 Program Evaluation. Participants, leaders, and recipients in the orientation process (25-21-3-0) be provided opportunities to evaluate the orientation program and to seek methods for improving its effectiveness.

5.0.0 ARTICULATION PROCESSES

5.0.1 Program Articulation. The responsibilities for high school articulation within the student personnel staff (35-12-1-0) be clearly defined and (23-23-2-0) be coordinated with articulation efforts made by other divisions of the college staff.

5.0.2 Program Interpretation. Members of the college student personnel staff (23-22-3-0) be sufficiently aware of the nature and development of guidance, testing, and instructional programs within the secondary schools of their geographical service area to contribute to continuity in the educational planning of incoming students and to avoid unnecessary duplication of data gathering procedures.

5.0.3 Inter-Staff Cooperation. Members of the guidance staffs within area high schools (15-32-2-0) be provided opportunities to determine (in cooperation with the junior college student personnel staff) the types of information which the high schools can best provide concerning the educational development of matriculating students, and (11-30-1-0) be invited to consider problems that are of mutual concern to student personnel workers within the schools of the area.

5.0.4 Inter-Agency Liaison. Lines of communication with community agencies having common concerns with members of the junior college student personnel staff (20-19-8-1) be established to facilitate coordinated efforts in community service.

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5.0.5 Industrial Liaison. Lines of communication (17-22-7-2) be established with the personnel directors (or their staff members) in the major industries of the service area which might make use of junior college guidance services.

5.0.6 Senior College Articulation. Members of the student personnel staff (39-7-2-0) be cognizant of the important differences among senior colleges in areas (e.g. curricular requirements, opportunities, academic standards, entrance requirements, the general campus cultural, etc.) which may affect the adjustment of students to the new campus, (36-11-2-0) develop methods of interpreting this information to transferring students, and (28-16-4-0) develop procedures for obtaining feedback information from former students which can be used in improving articulative efforts with senior colleges.

6.0.0 ADMISSIONS, REGISTRATION, AND RECORDS PROCESSES

6.0.1 Admissions and Retention Policies. Admissions and retention policies (44-4-0-0) be clearly defined, (41-7-0-0) be consistent with the objectives and philosophy of the college, and (43-5-0-0) be communicated to the students, *the faculty, and to other schools and colleges which may have need of the information.*

6.0.2 Program Supervision. The administrative responsibilities for the admissions, registrations, and records process (16-28-3-1) be assigned to one member of the student personnel staff, or else well defined procedures for effective coordination and integration of these functions (36-11-0-0) be established.

6.0.3 Operating Procedures. The procedures employed to effectuate the admissions and registrations policies (29-17-1-0) include accumulation of significant background information that is readily available to staff and forms the base from which adequate student personnel records can be built, (30-17-1-0) provide adequate opportunities for incoming students to review their educational plans with college counselors prior to enrollment, (32-16-0-0) establish safeguards to insure that established requirements for entry into various courses and curricula are maintained, (19-27-0-0) produce a smooth flow of traffic with minimal confusion for students, and (30-18-0-0) result in appropriate controls of class sizes, dropping and adding of classes, etc.

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6.0.4 Enrollment Statistics. Enrollment statistics reported by the college (19-27-2-0) produce an adequate demographic analysis of the student population, (22-24-2-0) identify significant trends within the student population over a span of years, and (18-26-4-0) provide a partial basis for projecting enrollments within various curricula of the college several years ahead.

6.0.5 Student Records. Official records and student personnel records (39-7-0-0) contain basic information pertaining to the student's background, (26-22-0-0) provide an assessment of his academic potentialities, (30-18-0-0) supply an up-to-date and accurate record of his academic and non-academic achievements, (18-29-3-0) foster, through effective organization and centralization, use by those college staff members who might provide individualized assistance to the student, (40-8-0-0) provide safeguards for the confidentiality of the information, and (23-16-4-0) can be used efficiently in preparing recommendations for students seeking to transfer to other institutions.

7.0.0 COUNSELING AND ADVISORY PROCESSES

7.1.0 Group Guidance

7.1.1 Definition of Needs. Continuing efforts (33-15-1-0) be made to identify and clarify student needs, and procedures used (11-31-6-0) be helpful in defining which needs are appropriate for group guidance situations, (13-30-4-0) result in efforts to integrate student interests and concerns with the needs of students as perceived by the staff, and (10-31-7-0) provide "built-in" methods for evaluating the content and methods employed in the group guidance program.

7.1.2 Administrative Requirements. Any requirements concerning who shall be enrolled in group guidance, the length of the program, the credits given, the grading system, etc. (24-22-1-1) be based on a carefully defined rationale. The rationale (33-12-1-0) be consistent with the objective of the college and the needs of the students, and (21-24-3-0) be supported by the majority of college staff members.

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7.1.3 Rationale for Group Assignment. The staff (21-23-3-1) develop a rationale for assigning students to groups that recognizes significant varaiations in student characteristics and needs.

7.1.4 Staff Training. Efforts (34-14-0-0) be made to select staff members who have the personal qualifications, background, and interest to provide productive group guidance experiences for students and to maintain a cooperative and continuing program of in-service training for those selected as group guidance leaders.

7.1.5 Group Size. While large groupings may be required to provide information that is needed by most of the students, the group guidance program (19-21-6-0) provide opportunities for student interaction in smaller groups as a means of increasing internalization of the content of the course.

7.2.0 Advisory Services

7.2.1 Advisor Role. If non-members of the professional counseling staff are used as curricular advisors for students, the complimentary roles of the faculty advisors and the professional counselors (36-12-0-0) be well defined in terms of the purpose and scope of their functions, and (28-20-0-0) be generally understood and accepted by the college staff as a whole.

7.2.2 Advisory Coordination. Coordination of the advisory system (29-18-2-2) be assigned to a professionally trained student personnel worker.

7.2.3 Advisor Selection. Advisors from the faculty (23-23-2-0) be willing to participate actively in an in-service training program, (32-16-0-0) demonstrate willingness to follow systematic procedures necessary for effective operation of the advisory system, (29-18-0-0) reveal a capacity to respond effectively to students in individual conference situations, and (37-11-0-0) make themselves readily accessible to their assigned advisees.

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7.2.4 In-Service Training. A program of in-service training for faculty advisors (23-21-4-0) assist them in making effective use of background information concerning their advisees, (24-20-4-0) supply them with pertinent information concerning curricular requirements and occupational opportunities, (12-29-7-0) enhance their interviewing skills, and (14-28-4-0) increase their understanding of procedures which form the basis of the advisory system that is used by the college.

7.2.5 Advisory Information. Written information (31-16-1-0) be readily accessible to advisors concerning specific responsibilities of advisors, junior college and senior college requirements and regulations, descriptive content of junior college courses, and referral sources for various types of student problems.

7.2.6 Advisory System. The college has developed a procedural system which (31-13-3-0) provide adequate background information concerning advisees, (18-24-4-2) maintain up-to-date summaries of advisor-advisee contacts, (24-20-4-0) expedites changes of advisors as the need indicates, and (20-22-6-0) yield information and data which can be used in evaluating and improving the advisory system.

7.3.0 Counseling Services

7.3.1 Counselor Supervision. A member of the student personnel staff who has at least a Master's Degree in the counseling field or related fields and a broad background of counseling experience (27-17-3-1) serve as coordinator of counseling services, and (30-15-2-2) provide systematic supervision to other members of the counseling staff.

7.3.2 Staffing Rationale. A rationale for determining the number of professional counselors required to meet the various types and levels of counseling needs among students (24-23-1-0) be developed by the institution, (21-25-1-0) be based as much as possible on pragmatic evidence concerning student needs, and (27-19-1-1) set forth standards which are professionally defensible.

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might - could be desirable, depending on the circumstances or nature of a particular college or program.
need not - of little or no consequence in program development.

7.3.3 Counselor Role. A reasonable congruence (32-16-0-0) exist in the role of the counselors as reflected in the objectives of the counseling program, the job description of the counselor as approved by the college, and the actual day-to-day functions of the counselor.

7.3.4 Counselor Perceptions. While professional counselors in the program may perceive themselves to be primarily specialists, they (35-12-3-0) recognize and accept responsibilities for participating in the broader functions of the student personnel program and the college.

7.3.5 Referral Resources. Community agencies or private professional practitioners (psychologists, psychiatrists, etc.) offering competent long term counseling or intensive psychotherapy (22-19-8-0) be identified and adequate liaison arrangements (17-21-8-0) be established for effective referral of students.

7.3.6 Counseling Records. The counseling staff (30-16-2-0) develop a basic format and system for maintaining records of counseling interviews and this format (20-25-2-0) provide an adequate resume of counseling progress, (40-5-1-0) protect the confidentiality of the information and (22-20-6-0) be amenable to any efforts to evaluate counseling outcomes.

7.3.7 Diagnostic Testing. All tests used in the counseling program (42-5-0-1) be administered and interpreted by competently trained personnel with full recognition of the specialized training required in the use of some diagnostic instruments.

7.3.8 Informational Resources. An up-to-date comprehensive and readily accessible file of occupational and senior college information (24-23-1-0) be used by counselors, advisors, and students.

7.3.9 Counseling Evaluation. Members of the counseling staff (31-16-0-0) be involved in cooperative and continuing efforts to appraise the effectiveness of counseling services.

Auxiliary Verbs

must - essential for producing effective programs.
should - definitely desirable but not essential for producing effective programs.
might - could be desirable, depending on the circumstances or nature of a particular college or program.
need not - of little or no consequence in program development.

8.0.0 STUDENT ACTIVITIES PROGRAM

8.0.1 Program Objectives. The specific objectives of the student activities program (23-24-1-0) be cooperatively defined, (20-27-1-0) be periodically reviewed by representatives from the student body and the college, staff, and (35-12-1-0) be consistent with related objectives of the college.

8.0.2 Program Supervision. One member of the student personnel staff (26-18-4-0) serve as the coordinator and director of the student activities program with assistance from additional members of the college staff.

8.0.3 Policy Development. Policies and procedures for operation of the student activities program (27-21-0-0) be written and readily accessible to participants (26-22-1-0) be developed cooperatively by the director of activities, student leaders, and faculty sponsors, and (31-16-0-1) include all of the specific policies, procedures, and regulations essential for operation of the activities program.

8.0.4 Activity Scope. An integrated program of organized and informal activities (19-22-2-0) be provided and the program (23-24-1-0) be based on the social, educational, vocational, and cultural needs of students, (21-24-1-0) incorporate current student interest, and (16-28-4-0) foster student concern for the vital issues which face our society.

8.0.5 Activity Development. Staff assistance (29-17-2-0) be readily available to students for initiating activities which are of interest to them and which are consistent with the objectives of the program.

8.0.6 Activity Leadership. Students (27-21-0-0) be encouraged to assume leadership responsibilities and (25-19-2-0) be provided structured as well as informal opportunities to develop leadership skills.

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8.0.7 Program Resources. The governing board of the college, the college staff, and the students themselves (28-18-1-1) demonstrate concern for development of a diversified activity program (33-16-0-0) provide or enable adequate financial support for the operation and development of a diversified program of student activities, and (18-28-2-0) provide suitable opportunities for students to gain experience in the preparation of budgets, supervision of expenditures, and in establishing appropriate regulations for activities.

8.0.8 Community Resources. In addition to the campus participation, students (6-33-8-1) be encouraged to participate in the social, cultural, religious, civic, and political life of the surrounding community.

8.0.9 Activity Evaluation. Continuing efforts to appraise the outcomes of participation in the student activity program (6-28-5-0) be made through maintenance of participation records, and through well designed follow-up studies.

9.0.0 STUDENT FINANCIAL ASSISTANCE

9.0.1 *Program Rationale. A systematic rationale for administering scholarships,* awards, grants-in-aid, and loans (34-3-1-0) be defined and implemented through written policies and procedures that are consistent with college and student personnel objectives.

9.0.2 Program Supervision. A college staff member with experience in student personnel work (19-23-5-1) be appointed to supervise and develop the program of financial assistance to students with advisory assistance from a committee of college staff members.

9.0.3 Program Expansion. Continuing efforts (23-22-1-0) be made to obtain adequate funds for student financial assistance and these efforts (19-27-1-0) seek optimal freedom in the selection of student recipients of financial assistance.

Auxiliary Verbs

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need not - of little or no consequence in program development.

9.0.4 Program Evaluation. Periodic evaluations of the financial aid program (25-22-1-0) be conducted to determine if the criteria used in selection is suitable in terms of the academic progress of the recipients, (19-20-8-0) determine if those students within the student population who have the greatest financial need are being reached, (15-24-7-1) clarify the extent to which the financial provision for each student is sufficient to meet his basic financial need and (20-21-6-0) reflect the extent to which the program is administered in a fair and impartial manner.

10.0.0 HEALTH PROGRAM

10.0.1 Program Scope. The nature, scope, and objectives of the health program (28-15-2-2) be defined and (28-15-3-1) be related to college and student personnel objectives.

10.0.2 Program Supervision. The health program (27-16-2-3) be supervised by a college staff member with medical knowledge and experience for dealing with health problems.

10.0.3 Advisory Committee. A representative committee composed of members of the college staff and medical personnel (7-20-11-5) serve in an advisory capacity to the staff who supervises and coordinates the health program.

10.0.4 Medical Liaison. A qualified physician (if not in charge of the program) (23-19-6-0) be readily available for consultation with the supervisor of the health program.

10.0.5 Physical Examinations. Suitable physical examinations for students (23-18-6-1) be established that will identify health or physical disabilities of students which (1) could interfere with their progress in college, (2) might suggest limitations concerning student selection of courses or activities, and (3) produce health hazards for others.

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might - could be desirable, depending on the circumstances or nature of a particular college or program.
need not - of little or no consequence in program development.

10.0.6 Health Records. Records concerning the general health or physical disabilities of students (28-18-2-1) be maintained in a confidential file but (25-19-1-0) be readily available to authorized personnel.

10.0.7 Emergency Procedures. Policies and procedures for handling emergencies (41-7-0-0) be carefully defined, publicized, and interpreted to all students and college staff members.

10.0.8 Health Insurance. Opportunities to obtain health and accident insurance at modest rates (7-31-7-5) be provided for students and opportunities for representative students to participate in decisions concerning suitable coverage (2-20-18-6) be provided as a part of their health education.

10.0.9 Health Education. A continuing program for providing health and safety education (11-26-10-0) be provided through the curriculum, the activity program, and individual interviews.

10.0.10 Health Reports. Statistical data from the health records of students related to their health needs and problems (3-26-15-3) be analyzed and published in periodical reports as a basis for aligning the health program with student needs.

11.0.0 PLACEMENT SERVICE

11.0.1 Program Scope. The scope and objectives of the placement program (34-14-0-0) be carefully defined, (32-15-0-0) be related to the nature of the college program and the community which it serves, (33-20-0-0) be interpreted on a continuing basis to students, college staff members, and prospective employers, and (23-20-5-1) include part-time placement, if not otherwise provided in the college program.

11.0.2 Program Coordination. While various college staff members may supervise certain segments of the placement program, one member of the student personnel staff (26-17-4-1) supervise the program to produce a coordinated effort.

Auxiliary Verbs

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11.0.3 Community Analysis. Periodic surveys of the manpower needs of the community (18-25-6-0) be conducted or obtained from appropriate sources and interpreted to students and members of the college staff.

11.0.4 Placement Records. Summaries of student experience, background, and academic progress as well as suitable descriptions of job requirements from prospective employers (29-16-2-0) be readily accessible for placement interviews.

11.0.5 Placement Interviews. The placement office (16-19-7-0) establish scheduling procedures for interviews and provide facilities that will enhance the process of placement interviewing.

11.0.6 Job Evaluation. Procedures for mutual discussion of job requirements between student personnel staff members and prospective employers (23-18-1-0) be established to clarify the skills, training, and personal qualities needed to fulfill the requirements of each available position.

11.0.7 Placement Evaluation. Systematic follow-up of the placement of students (23-21-3-0) be conducted, evaluated, and interpreted to the college staff as a means of strengthening the total college program and improving placement procedures.

12.0.0 HOUSING SERVICES

12.1.0 Off-Campus Housing

12.1.1 Housing Policy. The college (38-7-1-1) define its role and responsibility pertaining to the degree of supervision of off-campus housing which it is willing and/or able to assume and (29-12-4-1) interpret its policy to landlords, (23-10-3-1) interpret the policy to student tenants, and (33-10-4-1) interpret the policies to parents of student tenants under 21 years of age.

Auxiliary Verbs

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might - could be desirable, depending on the circumstances or nature of a particular college or program.
need not - of little or no consequence in program development.

12.1.2 Housing Records. A file of housing accommodations describing the nature, type, cost, and location (14-21-12-1) be available to students who need accommodations.

12.1.3 Housing Coordination. One member of the student personnel staff (15-15-12-5) be designated as the coordinator of off-campus student housing.

12.1.4 Housing Problems. Procedures for resolving conflicts between student tenants and landlords (19-15-8-5) be established, interpreted, and consistent with the policies of the college pertaining to supervision of off-campus housing.

12.2.0 On-Campus Housing

12.2.1 Residential Objectives. The purposes of campus housing beyond provision of food and shelter (25-10-6-1) be defined and (26-10-1-1) reflect implementation of college and student personnel objectives.

12.2.2 Residence Hall Coordination. One member of the student personnel staff (25-13-5-2) be assigned the responsibility for coordinating the campus housing program with appropriate assistance from well trained staff.

12.2.3 Student Program. Students living in campus housing (21-19-2-1) be provided opportunities and encouragement to develop activities which will enhance their social, educational, and cultural development and they (17-23-2-0) be provided opportunities to participate in the establishment, maintenance, and evaluation of regulatory controls necessary for desirable group living experiences.

Appendix G

A PROSPECTUS FOR THE SECOND YEAR OF THE TWO-YEAR PROJECT FOR APPRAISAL AND DEVELOPMENT OF JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

Max R. Raines, Staff Director
for the National Committee

A Prospectus for the Second Year of the National Study of Junior College Student Personnel Programs

Introduction

In August, 1963, Carnegie Corporation provided a grant for a two-year study of junior college student personnel programs. Direction of the study was subsequently assigned by the American Association of Junior Colleges to an independent national committee of prominent educators. T. R. McConnell, chairman of the Center for the Study of Higher Education of the University of California at Berkeley was appointed to direct the work of the National Committee.

Members of the National Committee expressed willingness not only to serve in an advisory capacity but also to prepare papers and to serve in other active capacities during the two-year study. The interest of committee members in developmental processes led to the establishment of a research development conference in April of 1964 at the University of Chicago.

With financial support from the U. S. Office of Education, the conference brought together delegates from 50 selected junior colleges and 28 consultants from related educational fields for a week-long conference which clarified issues, problems, and indicated areas in which research efforts are needed. Proceedings of the conference are to be made available for distribution in October, 1964.

Following the research development conference, members of the National Committee convened for two days in June, 1964 to crystallize objectives and plans for the final year of the study. Reflecting on the recorded discussions of this meeting, the staff director has synthesized the objectives as follows:

Cultural Appraisal

1. To analyze elements within the social, economic, educational, and governmental structure of our society that have particular significance for the appraisal and development of junior college student personnel programs.

Program-Staff Appraisal

2. To determine the nature of student personnel programs and staff resources in a random sample of junior colleges from various regions of the country.

Training Resources

3. To examine the nature of student personnel training resources and their potentialities for meeting the staffing needs within junior colleges.

Developmental Centers

4. To explore the potentialities for establighing developmental centers in selected junior colleges which appear to have sufficient resources for providing leadership to the field in student personnel development.

Research Definition

5. To define and propose research projects based on an analysis of critical issues, problems, and needs of junior college student personnel programs and to involve interested junior colleges and university training centers in cooperative research efforts.

Committee Recommendations

6. To recommend a comprehensive and coordinated plan of action for strengthening junior college student personnel programs in the years ahead.

Implementation of these major objectives has required the establishment and coordination of separate but related projects. The specific objectives, methodologies, timetables, and staffing of each of the projects are presented in the following pages.

Project I

Cultural Appraisal

The junior college and particularly the public junior college must maintain a close identity with societal aspirations, needs, and problems. Inter-dependence of community oriented junior colleges with not only the local community but also society-at-large emphasizes the importance of understanding significant and related forces within the social, economic, educational, and governmental structure of our society.

Comprehending the impact of these forces upon junior colleges and particularly student personnel programming has led the National Committee to commission a series of analytical papers. While the scope of these papers has been broadly defined by the National Committee, the specific topics have been selected by the commissioned analysts as follows:

1. "The Position of the Junior College in American Society."

   Analyst: Robert J. Havighurst, University of Chicago.

2. "An Assessment of the Impact of Changing Technology Upon Manpower Requirements: Implications for Junior College Education."

   Analysts: Seymour Wolfbein and Howard Rosen, Office of Manpower and Automation, U. S. Department of Labor.

3. Factors Related to Student Acceptance or Rejection of Middle-Level Occupational Goals.

   Analyst: Anne Roe, Harvard University.

4. Appraisal Instruments for Defining Characteristics of Junior College Students.

   Analyst: William W. Turnbull, Educational Testing Service

5. "The Junior College Student."

   Analyst: Leland L. Medsker, University of California at Berkeley.

6. "State and Federal Legislation having Implications for Development of Junior College Student Personnel Programs"

   Analyst: William Shannon, American Association of Junior Colleges.

7. "Student Personnel Work in Junior Colleges: Obligations and Opportunities."

   Analyst: E. G. Williamson, University of Minnesota.

8. "Implications of the Analytical Papers for the Appraisal and Development of Student Personnel Programs in Junior Colleges."

   Analyst: Max Raines, Staff Director for the National Committee.

Four of the analytical papers were presented in preliminary form at the Chicago conference and will be available in the conference proceedings. It is quite possible, however, that content of these papers may be altered somewhat during the next few months.

The target date for submission of semi-final drafts of the Analytical Papers is scheduled for December 1 with final revisions to be completed by February 1.

Project II

Program-Staff Questionnaire Survey

In order that descriptions of the current status of program developments and staff resources might be obtained, a survey instrument is to be used. The National Committee felt that the program and staff appraisal should be based on a random sampling process (after stratification by region and by size of institution). Regional stratification was indicated because junior college programs appear to be influenced by such variables as state plans, geographical location, financial resources, etc. In defining regions it was intended that no state within a selected region should excessively dominate the region because of a disproportionate number of junior colleges. For example, California with 76 junior colleges, was treated as a separate region rather than being grouped with neighboring states. The selected regions were as follows:

I - Eastern North - Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, Pennsylvania, New Jersey, and New York.

II - Eastern South - Delaware, Maryland, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, and the District of Columbia.

III - Central North - Minnesota, Iowa, Michigan, Wisconsin, Illinois, Indiana, and Ohio.

IV - Central South - Missouri, Arkansas, Louisiana, Kentucky, Tennessee, Mississippi, and Alabama.

V - Western North - Washington, Oregon, Montana, Idaho, Wyoming, North Dakota, South Dakota, and Nebraska.

VI - Western South - Arizona, Kansas, Colorado, Utah, New Mexico, Texas, and Oklahoma.

VII - West Coast - California.

The decision concerning stratification on the basis of size of institution was equally difficult. Choice of either the median enrollment or the mean enrollment posed problems.

One-half of the junior colleges have fewer than 450 students. In many cases, this size would indicate a total college staff of fewer than 20 members. (The problems of individualizing and personalizing education through an organized student personnel program are quite different in the very small and the very large junior colleges.) The mean ratio of junior college students per junior college is between eleven and twelve hundred suggesting a disproportionate influence of a few very large junior colleges in certain sections of the country.

The staff director selected an enrollment of 1000 students as the stratification figure. While approximately 200 colleges of the 694[1] junior colleges listed in the 1964 directory had enrollments of 1000 or more, the number of such colleges will increase dramatically by 1970. It was also noted that three-fourths of the total number of junior college students were enrolled in approximately one-fourth of the junior colleges in the country.

Having differentiated the geographical regions as well as the larger and smaller junior colleges, it was decided that a random sample[2] of the junior colleges should be drawn from smaller colleges on the basis of proportional representation by region. To permit possible comparisons of important variables, the number of smaller colleges to be included in the sample was set at 100. This meant approximately a one to five ratio should be included in the sample within each region since there are 484 colleges having enrollments of less than 1000.

The same procedure was used to select 50 junior colleges from the 199 junior colleges having enrollments of more than 1000. The number of larger colleges was limited to 50 because of the plan for interviewers to visit these 50 colleges. It was necessary, however, to include at least 50 colleges in order that the region with the fewest (larger) junior colleges (Region IV) would be represented by at least two colleges.

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[1] Total includes eleven junior colleges outside continental limits of the United States not used in random samples.

[2] The distribution of the junior college population and the sample is illustrated in the map of the United States on page Consideration of junior colleges did not include Alaska, Canal Zone or Puerto Rico.

Donald Hoyt of American College Testing and Max Raines, Staff Director for the National Committee, are serving as coordinators of the questionnaire survey with special assistance from two members of the National Committee, Joseph Fordyce and Charles Collins. Jane Matson of California State College at Los Angeles, is also consulting on the questionnaire as well as serving as a liaison with her assigned project on the Appraisal of Training Resources and Needs.

The preliminary analysis of the data is to be completed by January 15 with the final report being completed by April 1, 1965.

Project III

Program-Staff Interview Appraisal

While efforts to structure a questionnaire have been reasonably successful, it has been quite apparent that it cannot be used for more than a descriptive study. We were not able to devise an instrument which would appraise program developments and staff resources.

For this reason, it was deemed necessary to make use of experienced student personnel workers as interviewers in a follow-up program of visitation to the 50 colleges in our sample having an enrollment of more than 1000 students.[3] Not only will the interview process supply valuable follow-up information for the questionnaire survey but it will also enable us to achieve some degree of appraisal not otherwise possible.

A five-day workshop has been scheduled late in September to standardize the interviewing process and to gain a reasonable reliability in interviewer judgments. To accomplish this, the selected interviewers from different regions of the country will spend two days clarifying and refining an interview guide. On the third day they will participate in pilot use of the guide at Flint Community Junior College, alternating as interviewer and observer during the visitation. The following two days they will compare their judgments of the Flint program and iron out differences of viewpoint and judgment.

J. W. McDaniel of San Bernardino College in California has agreed to coordinate this project. In addition to prepartion of a recent bulletin[4] on junior college student personnel work, his many years of experience in serving on accrediting teams in California junior colleges will be most helpful.

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[3] Members of the Guidance Services Section of the U. S. Office of Education are exploring the possibility of interviewing selected colleges in the sample having enrollment of less than 1000 students.

Interviewers selected to assist the Project Coordinator are listed as follows:

Lewis Fibel, Dutchess Community College,
Poughkeepsie, New York
Joseph Fordyce, Central Florida Junior College,
Ocala, Florida
Robert Lindsey, Diablo Valley College,
Diablo Valley, California
Jane Matson, California State College,
Los Angeles, California
James Nelson, Orange Coast College,
Costa Mesa, California
Terry O'Banion, Florida State University,
Tallahassee, Florida
Jeanette Poore, Everett Junior College,
Everett, Washington
Marie Prahl, Flint Community Junior College,
Flint, Michigan
Eugene Shepard, Stephens College,
Columbia, Missouri
Kenneth Sproull, Lansing Community College
Lansing, Michigan
Alice Thurston, Montgomery Junior College
Takoma Park, Maryland

The interviewers will complete their visits and their appraisal reports by December 1. The Project Coordinator will prepare a preliminary report for the Mid-Winter Meeting of the National Committee and a final report by April 1, 1965.

Project IV

Appraisal of Training Resources and Needs

In order that we might know the extent to which various graduate training programs are able and willing to prepare sufficient numbers of qualified junior college student personnel workers, Jane Matson will appraise training resources with assistance from Ralph Berdie and a panel of selected educators.

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[4] McDaniel, J. W., *Essential Student Personnel Practices in Junior Colleges*, American Association of Junior Colleges, 1962.

She will [illegible]t, in cooperation with Berdie, those training programs that [illegible] to be studied. Her visits to major university programs will clarify their interest and resources for training junior college student personnel workers. After reporting her findings to the panel she will analyze the training and experience of student personnel workers provided through the questionnaire data from Project II and the interview appraisals from Project III.

She will prepare a progress report for the Mid-Winter Meeting of the National Committee. The final report, to be prepared in cooperation with Berdie and the panel, will be submitted by the middle of April to the National Committee.

Project V

Developmental Center Explorations

The National Committee has felt that some explorations in appraisal and development should be made among a few junior colleges which have developed outstanding and comprehensive student personnel programs. They felt that selection of such institutions must be based not only on the strength of programs but also on the college's willingness to provide the necessary time, facilities, and staff.

Six well-known junior colleges were selected to pioneer as Developmental Centers. James Nelson[5] will serve as Project Coordinator and will work with the designated leader in each center. The following junior colleges have been selected:

1. Orange Coast College, California
2. Bakersfield College, California
3. American River Junior College, California
4. St. Petersburg Junior College, Florida
5. Flint Community Junior College, Michigan
6. Fashion Institute of Technology, New York

While there are many junior colleges equipped to serve as Developmental Centers, it was necessary to restrict the number of participating colleges because of time and financial limitations. These institutions, if they agree to participate, will be committed to the following responsibilities:

1. Appointment of a Center Coordinator and

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[5] James Nelson is Dean of Research for the Orange Coast County District and formerly was Dean of Student Personnel at Orange Coast College, California.

provision of some released time for his participation and leadership.

2. Self-appraisals of their student personnel programs during the period from September through January and preparation of a descriptive analysis of their efforts.

3. Initiation of an exploratory evaluation of one significant facet of their student personnel program that might have implications for programming efforts in other junior colleges. (It is not expected that the evaluation will be completed within the time limits of our study.)

4. Recommendations for revisions of the Developmental Guidelines and identification of important data and information that is needed for effective use of the Guidelines.

The starting point for the institutional self-appraisals will be the Developmental Guidelines which were developed in cooperation with delegates at the Chicago Conference and which have since undergone considerable revision.

The Project Coordinator will visit the selected centers in the early fall to crystallize plans. Progress reports will be prepared by Center Coordinators in December and final reports will be brought together at a conference for Center Coordinators in February. Synthesis of the reports will be made by Nelson and submitted to the National Committee by April 1, 1965.

Project VI

Cooperative Research Projects

Based on the exchange of ideas and the presentation of analytical papers at the Chicago conference, Marie Prahl[6] identified critical issues reflected in the discussions. Donald Hoyt serving as Chief Research Specialist for the conference has proposed (in the proceedings) a group of research projects for consideration of the participating delegates and consultants. Using these reports, efforts will be made to involve interested junior colleges in cooperative research projects with leadership and coordination from research specialists in various university centers. It is hoped that small research grants from the U. S. Office of Education can be obtained to subsidize the cooperative projects. The Staff Director for the National Committee will seek to facilitate the cooperative efforts.

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[6] Marie Prahl, Director of Guidance Services, Flint Community Junior College, Flint, Michigan.

A report of the efforts to define and establish cooperative projects will be made to the National Committee at its Mid-Winter Meeting. By April 1 a statement of the critical issues and research needs is to be prepared for the National Committee with recommendations for long-term research studies.

Project VII

Recommendations of the National Committee

As the findings of the various projects become available they will be submitted to the National Committee for their consideration. Each committee member will be requested to submit individually his own evaluation of the significance and implications for consideration of the total committee at a meeting on or about the first of May, 1965. Any revisions growing out of their discussions will be incorporated into a final set of recommendations to Carnegie Corporation and the American Association of Junior Colleges concerning future appraisal and development of junior college student personnel programs. The analytical papers, project reports, and National Committee recommendations will be submitted for possible publication in the early summer of 1965. The Staff Director will coordinate efforts to achieve appropriate publication of the results of the national study.

Max R. Raines

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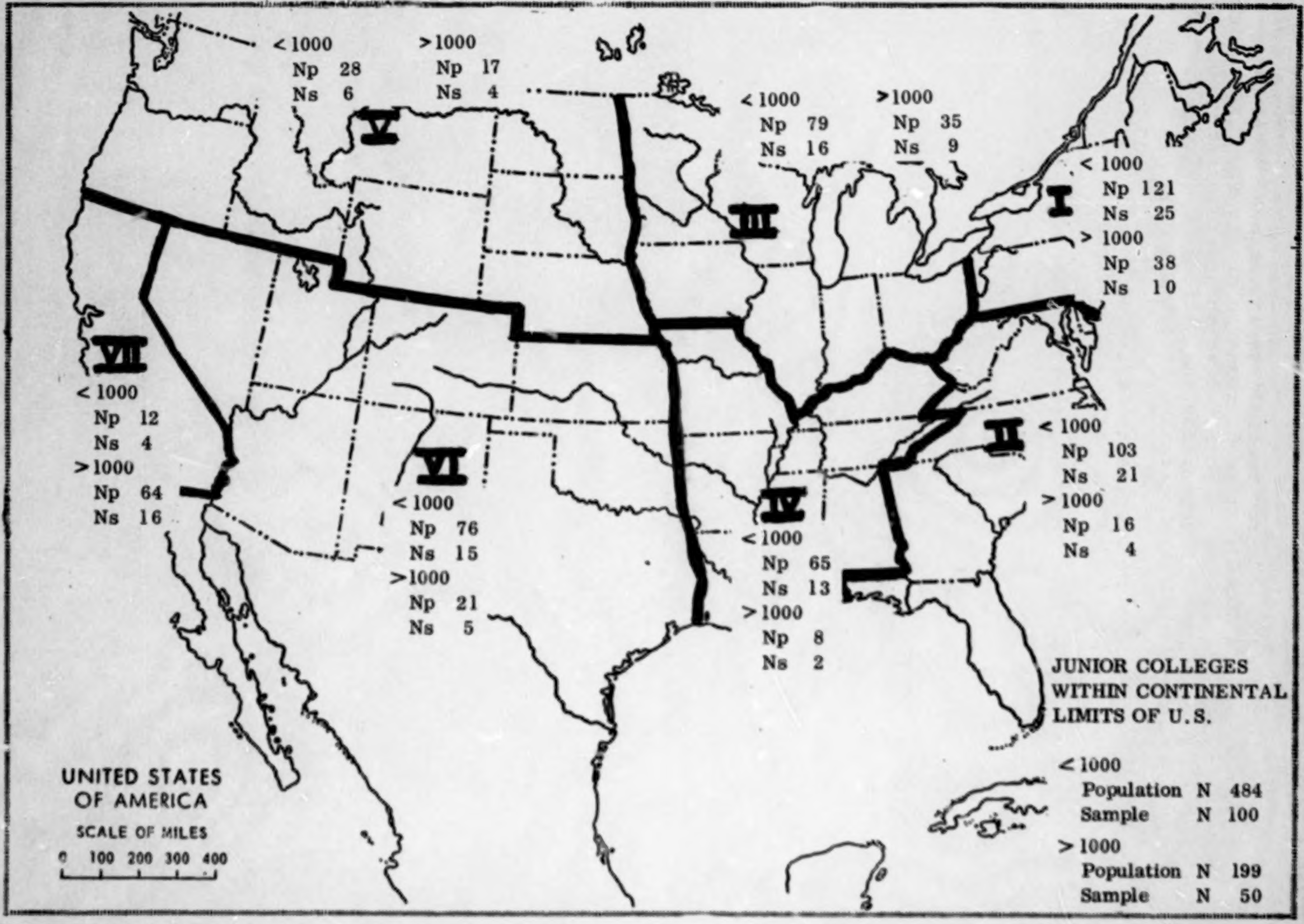
DISTRIBUTION OF JUNIOR COLLEGES AND RANDOM SAMPLE BY REGIONS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I
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Ns 25
> 1000
Np 38
Ns 10
VII
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Np 12
Ns 4
> 1000
Np 64
Ns 16
VI
< 1000
Np 76
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> 1000
Np 21
Ns 5
IV
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Ns 2
II
< 1000
Np 103
Ns 21
> 1000
Np 16
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JUNIOR COLLEGES
WITHIN CONTINENTAL
LIMITS OF U.S.
< 1000
Population N 484
Sample N 100
> 1000
Population N 199
Sample N 50
UNITED STATES
OF AMERICA
SCALE OF MILES
0 100 200 300 400

Appendix H

INVENTORY OF SELECTED COLLEGE FUNCTIONS
and
INVENTORY OF STAFF RESOURCES

Following the research development conference, members of the National Committee convened in Chicago for two days to discuss follow-up efforts and their relationship to the objectives of the two-year study made possible by the Carnegie grant. Among other things, the National Committee expressed the need for a basic survey instrument to determine the current status of student personnel programs and staff in junior colleges. A special sub-committee was appointed to consider the development of such an instrument. The following committee members met in Denver early in July: Donald Hoyt, Charles Collins, Joseph Fordyce, Jane Matson, and Max Raines.

The sub-committee, lacking the time to develop an instrument, formulated important guidelines for developing a survey instrument. Using these suggestions, the Staff Director developed two inter-related inventories.

Following a critical review of the proposed inventories by conference participants, appropriate revisions in content and design were incorporated into a revised form which was then used in a pilot study in Flint Community Junior College. Following a second revision, the current instrument was then mailed to 150 junior colleges selected by the sampling procedures outlined in Appendix G.

Using the survey instrument as a basic part of departure, J. W. McDaniel is currently devising an interview schedule which will be employed in follow-up visitations to the fifty junior colleges having enrollment in excess of 1000 students. The inter-related results of the written survey and the visitations are to be incorporated in the final report of the National Committee.

Max R. Raines

Appraisal and Development
of
JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

An independent study established under a two-year grant from Carnegie Corporation of New York.

INVENTORY *of* STAFF RESOURCES
of
SELECTED
COLLEGE
FUNCTIONS

developed by
MAX R. RAINES, Staff Director
for the NATIONAL COMMITTEE

October, 1964

NATIONAL COMMITTEE

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AT BERKELEY

RALPH BERDIE
UNIVERSITY OF MINNESOTA

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EDUCATIONAL TESTING SERVICE

SEYMOUR L. WOLFBEIN
U.S. DEPARTMENT OF LABOR

FOREWORD

Junior colleges provide a variety of functions to support instruction, meet student needs, and foster institutional development. The nature, administrative classification, and staffing of these functions varies considerably. Many differences are probably related to variations in size, type, location, institutional commitment, etc. To clarify these differences and related factors, we have developed an Inventory of Selected College Functions and an Inventory of Staff Resources.

In order that we may supplement written responses, more than one-third of the one hundred fifty participating junior colleges will be visited by experienced junior college practitioners who have recently participated in an intensive workshop to prepare for the follow-up visitations. Information obtained from the Inventories and our visitations will be carefully analyzed and will serve as an important resource for the recommendations of our National Committee. It is anticipated that published recommendations of the committee will ultimately lead to additional assistance for programming at the local, state, and national levels.

We believe you will find your participation to be professionally stimulating and we sincerely appreciate your cooperation!

Max R. Raines
Staff Director for the
National Committee

DIRECTIONS

The ISCF contains a list of thirty-five functions. It is vital that you READ THE DESCRIPTIONS OF THE FUNCTIONS CAREFULLY BEFORE RESPONDING. While the descriptions are intended to be as definitive as possible, they are not definitions; consequently, you should read for the central theme and intent of the description. After reading the description you are asked to judge whether or not the described function is a part of your total college program.

If the function is not an implemented function, please indicate your judgment of the need for implementation by selecting the appropriate response symbol (alphabetical letter).

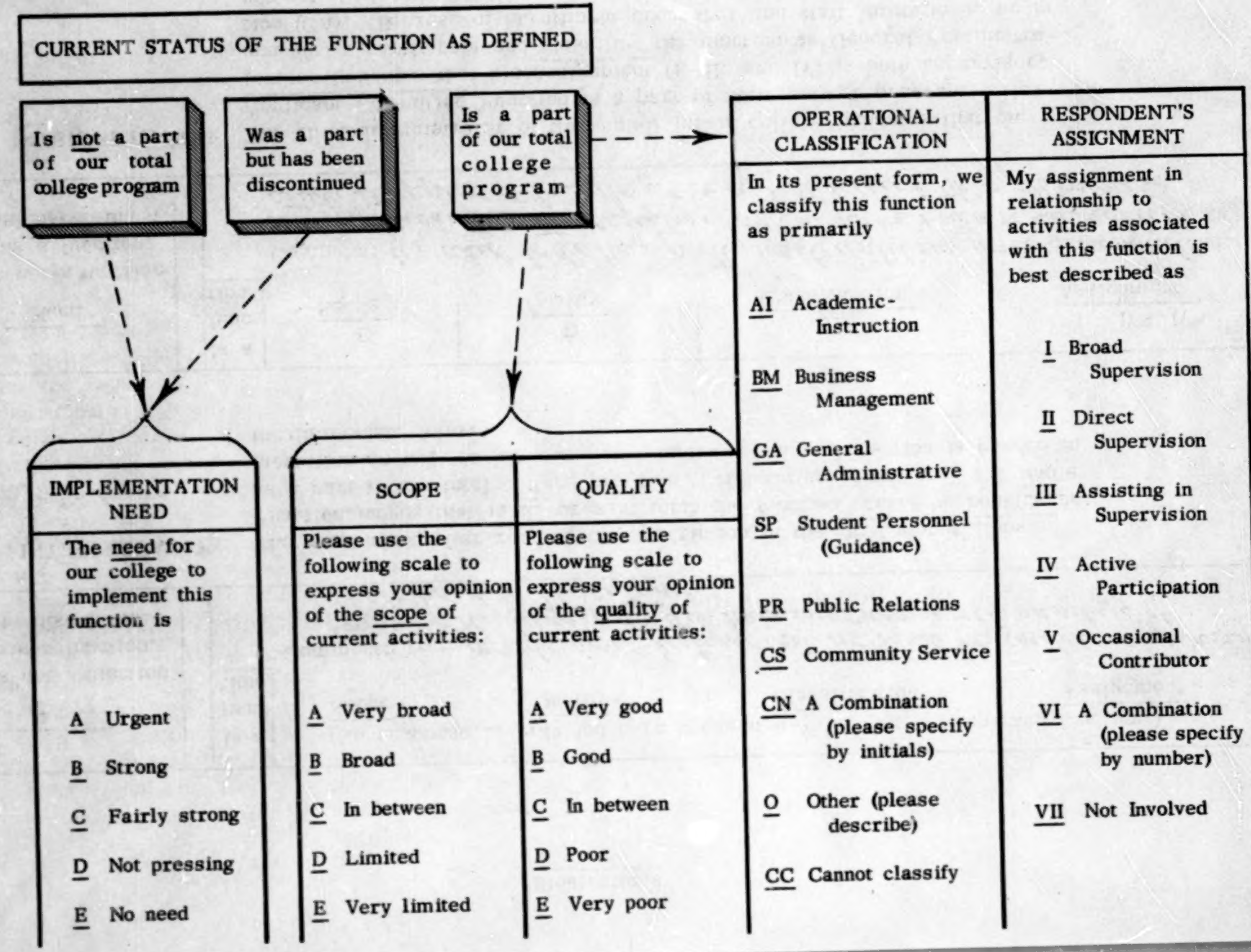
If in your judgment the function is a part of your total college program, you are asked (1) to judge both the current scope and quality of the activities associated with the function, (2) to designate the classification of the function, and (3) to select the best description of your assignment in relationship to the activities.

Space has been provided for clarification of your responses and you are encouraged to write in comments throughout the Inventory.

On the next page we have provided two illustrations. Please examine the illustrations briefly before proceeding. As you become familiar with response patterns, your facility in indicating your responses will increase rapidly.

INVENTORY OF SELECTED COLLEGE FUNCTIONS

RESPONSE PATTERNS



CURRENT STATUS OF THE FUNCTION AS DEFINED

- Is not a part of our total college program
- Was a part but has been discontinued
- Is a part of our total college program

IMPLEMENTATION NEED
The need for our college to implement this function is
A Urgent
B Strong
C Fairly strong
D Not pressing
E No need

SCOPE	QUALITY
Please use the following scale to express your opinion of the scope of current activities:	Please use the following scale to express your opinion of the quality of current activities:
A Very broad	A Very good
B Broad	B Good
C In between	C In between
D Limited	D Poor
E Very limited	E Very poor

OPERATIONAL CLASSIFICATION	RESPONDENT'S ASSIGNMENT
In its present form, we classify this function as primarily	My assignment in relationship to activities associated with this function is best described as
AI Academic-Instruction	I Broad Supervision
BM Business Management	II Direct Supervision
GA General Administrative	III Assisting in Supervision
SP Student Personnel (Guidance)	IV Active Participation
PR Public Relations	V Occasional Contributor
CS Community Service	VI A Combination (please specify by number)
CN A Combination (please specify by initials)	VII Not Involved
O Other (please describe)	
CC Cannot classify	

Illustrations

27	B Need	Is a function	(No response is provided here because it is not an implemented function.)			
	✓ is not a function __ was a function, but discontinued		Scope	Quality	Classification	Assignment

Comment: We provide some listings but we need to initate supervision. Some of the landlords are raising cain with members of the Board of Education.

INTERPRETATION: The respondent, after reading the description of the Off-Campus Housing Function, judges that in its present form the function cannot be considered as a part of the total college program. His rating of the need for implementation as well as his comments indicate that some action is needed in the immediate future.

4	Need	Is a function	D Scope	D Quality	GA Classification	I - II - IV Assignment
	__ is not a function __ was a function, but discontinued					

Comment: We used to do this pretty well until we were swamped with applicants. The registrar and I have tried to see each student applicant but we were outnumbered this summer

INTERPRETATION: The chief administrator of this small junior college indicates that the Applicant Consulting Function is a part of their college program. He further indicates that his assignment (I, II, and IV) is both supervisory and active participant and classifies the function as General Administration (GA). Because of enrollment pressures and staff limitations, he is not satisfied with the scope (Response D) nor the quality (Response D) of the current efforts.

1. THE PRE-COLLEGE INFORMATIONAL FUNCTION. Those activities of the college designed to communicate with prospective students as well as those closely related to them (e.g. teachers, family members, etc.) and through such communication (1) to encourage post-high school education, (2) to describe junior college opportunities, (3) to interpret any requirements for entering the junior college or its various programs, and (4) to identify sources of assistance for reaching a decision about college attendance. Illustrated Assignments: conferring with high school groups.....preparing descriptive brochures.....handling correspondence requesting college information.....etc.

2. THE EDUCATIONAL TESTING FUNCTION. Those activities of the college designed to assess by standardized testing procedures those abilities, aptitudes, achievements, and other personality variables which (1) are considered significant in educational and vocational appraisal of students and/or (2) those which are helpful in appraising their educational progress at the college. Illustrated Assignments: appraising a variety of potential measuring instruments.....administering tests to groups of students.....developing normative data for the college.....etc.

3. THE APPLICANT APPRAISAL FUNCTION. Those activities of the college designed to obtain, organize, and appraise significant background information for each student to determine (1) his eligibility for admission to either the college or to various courses and curricula within the college, (2) his probable chances for success in various courses and curricula, and (3) any conditions or restrictions to be imposed on his admission or re-admission. Illustrated Assignments: evaluating transcripts and test results.....serving on an admissions committee.....preparing case appraisals.....etc.

4. THE APPLICANT CONSULTING FUNCTION. Those activities of the college designed to schedule and conduct conferences with applicants (individually or in small groups) who may seek or need staff assistance pertaining to their (1) admission to the college, (2) anticipated problems in attending college, (3) selection of vocational and educational objectives, or (4) selection of courses to fulfill curricular requirements. Illustrated Assignments: interpreting test results to applicants.....interpreting curricular requirements.....assisting students in selecting courses.....etc.

5. THE STUDENT INDUCTIVE FUNCTION. Those activities of the college designed to acquaint entering students (just prior to class attendance) with the plant and staff resources, student activities, college procedures, and regulations of the college. Illustrated Assignments: training student guides.....interpreting student services.....explaining college expectations and procedures.....etc.

6. THE STUDENT REGISTRATION FUNCTION. Those activities of the college designed to (1) officially register students, (2) collect demographic data, (3) expedite academic regulations, and (4) initiate and maintain official records of each student's academic progress and status. Illustrated Assignments: designing registration forms and data processing procedures.....processing class changes and withdrawals.....processing instructor's grades.....etc.

7. THE PERSONNEL RECORDS FUNCTION. Those activities of the college designed to establish and maintain a cumulative record of student development as reflected in skills he develops, activities in which he participates, employment in which he is involved, awards he receives, and judgment rating of staff members. Illustrated Assignments: developing system for accumulating information.....maintaining policy for confidential handling of student personnel records.....preparing recommendations for senior colleges.....etc.

8. THE GROUP ORIENTING FUNCTION. Those activities of the college designed to provide organized group experiences for students conducted by college staff members, focused upon needs of the student and with emphasis upon (1) adjustment to the college program, (2) formulation of realistic and satisfying plans for the future, and (3) effective use of college and community resources. Illustrated Assignments: conducting orientation classes.....interpreting occupational information.....teaching effective study skills.....planning course content.....etc.

9. THE STUDENT ADVISORY FUNCTION. Those activities of the college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community that might meet the special needs of the student. Illustrated Assignments: scheduling advisees in classes.....interpreting senior college requirements.....interpreting study skills to individual advisees.....etc.

10. THE STUDENT COUNSELING FUNCTION. Those consulting activities of professionally trained counselors designed to aid students who seek or need special assistance in (1) formulating vocational and educational goals, (2) clarifying their basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with their educational progress, and (4) identifying appropriate sources of assistance for resolving more intensive personal problems. Illustrated Assignments: administering and interpreting diagnostic tests.....conducting counseling interviews.....interpreting occupational information.....etc.

11. THE OCCUPATIONAL INFORMATION FUNCTION. Those activities of the college designed to obtain, analyze, and interpret occupational information and trends to students, advisors, instructors, and counselors. Illustrated Assignments: identifying useful sources of occupational data.....analyzing published research on manpower needs.....developing effective methods for disseminating occupational information.....etc.

12. THE BASIC SKILL DIAGNOSTIC FUNCTION. Those activities of the college designed to diagnose, through testing and other means, deficiencies of students in those basic skill areas that are pre-requisite to their academic progress in the college or in occupations which they may have selected. Illustrated Assignments: diagnosing basic skill deficiencies.....interpreting deficiencies to students..... providing individual assistance to students.....etc.

13. THE BASIC SKILL DEVELOPMENTAL FUNCTION. Those activities of the college designed to provide competent and systematic assistance for students with diagnosed deficiencies in basic academic skills. Illustrated Assignments: assisting instructors with group methods.....identifying suitable resource materials.....teaching remedial classes.....etc.

14. THE ACADEMIC REGULATORY FUNCTION. Those activities of the college designed to establish and maintain academic policies, procedures, and regulations that foster attainment of institutional objectives and commitments. Illustrated Assignments: expediting probationary policies.....evaluating graduation eligibility.....handling cases of student cheating.....etc.

15. THE SOCIAL REGULATORY FUNCTION. Those activities of the college designed to establish and maintain policies, procedures, and regulations for control of social behavior of individual students and student groups. Illustrated Assignments: developing standards for personal conduct.....handling cases of social misconduct... ..interpreting regulations to students and faculty.....etc.

16. THE STUDENT SELF-GOVERNING FUNCTION. Those activities of the college designed to provide opportunities and encouragement for students to participate in self-governing activities that provide experiences in decision making through democratic processes. Illustrated Assignments: advising student governing organizations, conducting leadership training programs, supervising elections.....etc.

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17. THE CO-CURRICULAR ACTIVITY FUNCTION. Those activities of the college associated with development of cultural, educational, and vocational opportunities which supplement classroom experiences of students. Illustrated Assignments: arranging for cultural activities (musical, forensic, dramatic, etc.).....assisting student publications staff.....assisting vocational interest groups.....etc.

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18. THE CITIZENSHIP ACTIVITY FUNCTION. Those activities of the college designed to encourage student involvement in service and political activities of the community. Illustrated Assignments: arranging participation with civic leaders.....interpreting opportunities to students.....conducting evaluations of student experiences.....etc.

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19. THE RECREATIONAL ACTIVITY FUNCTION. Those activities of the college designed to develop in cooperation with students those social, recreational, and leisure time activities which are appropriate to a college setting. Illustrated Assignments: developing intramural activities.....programming for student center.....stimulating interest groups.....etc.

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20. THE INTER-COLLEGIATE ATHLETIC FUNCTION. Those activities of the college designed to develop and manage a program of inter-collegiate athletics. Illustrated Assignments: arranging athletic schedules.......determining scope of the program.....etc.......supervising athletic facilities and equipment.....

21. THE HEALTH APPRAISAL FUNCTION. Those activities of the college designed to produce a systematic and periodic health and physical appraisal of students. Illustrated Assignments: designing health appraisal forms.....reviewing health appraisals to identify special problems.....etc.

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22. THE HEALTH EDUCATIVE FUNCTION. Those activities of the college designed (1) to acquaint students and staff with appropriate health and safety practices, (2) to provide adequate procedures for handling emergencies, and (3) to provide or identify suitable medical resources which can be used to treat physical and emotional problems. Illustrated Assignments: distributing health and safety materials.....teaching first aid procedures.....etc.

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23. THE HEALTH CLINICAL FUNCTION. Those activities of the college designed to provide clinical assistance and treatment on campus for students experiencing physical ailments and/or emotional difficulties. Illustrated Assignments: maintaining an infirmary.....dispensing medication under supervision of a physician.. ...conducting psychotherapy.....etc.

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24. THE FINANCIAL ASSISTING FUNCTION. Those activities designed to provide or identify various sources of financial assistance (loans, grant-in-aids, part-time employment opportunities) for students whose progress or continuation in college may be impaired by the lack of finances. Illustrated Assignments: reviewing loan requests.....seeking new subscribers.....locating part-time jobs.....etc.

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25. THE SCHOLARSHIP AWARDING FUNCTION. Those activities of the college designed to obtain money for scholarships and to select student recipients on the basis of outstanding achievement rather than financial need. Illustrated Assignments: reviewing scholarship applications.....seeking new scholarships..... analyzing progress of recipients.....etc.

26. THE CAMPUS HOUSING FUNCTION. Those activities of the college designed to provide suitable housing accommodations on campus. Illustrated Assignments: planning activities with residents.....assigning rooms to residents.....advising residents with special problems.....etc.

27. THE OFF-CAMPUS HOUSING FUNCTION. Those activities of the college designed to locate, approve, and supervise the housing of off-campus students who are living away from home. Illustrated Assignments: surveying community for suitable housing.....approving living arrangements.....resolving student-landlord conflicts.....etc.

28. THE COOPERATIVE PLACEMENT FUNCTION. Those activities of the college designed (1) to identify part-time work experiences specifically related to educational goals of students, and (2) to place students who are currently enrolled in occupational curricula in positions of employment that are mutually productive for the student, the employer, and the college. Illustrated Assignments: identifying possible sources of cooperative placement.....working with instructors in achieving placement.....assisting employers in evaluating students.....etc.

29. THE GRADUATE PLACEMENT FUNCTION. Those activities of the college designed (1) to locate appropriate employment opportunities for graduates of the junior college who may be suitably qualified, and (2) to provide prospective employers with placement information that may be helpful in reaching employment decisions. Illustrated Assignments: maintaining placement files.....consulting with prospective employers.....scheduling placement interviews.....etc.

30. THE NON-STUDENT COUNSELING FUNCTION. Those activities associated with providing college resources and staff members to assist out-of-school youth and adults (1) to identify educational and vocational objectives, and (2) to resolve problems and difficulties which may be restricting their achievement of these objectives. Illustrated Assignments: advertising the availability of services.....administering tests.....maintaining occupational information file.....etc.

31. THE PROGRAM ARTICULATING FUNCTION. Those activities of the college designed to foster cooperative efforts of staff members among various divisions or departments of the college (1) which will integrate the educational experience of the students, (2) which will foster development of supplementary educational opportunities for students, and (3) which will seek increased continuity between junior college and pre-college experiences and between junior college and post-junior college experiences. Illustrated Assignments: serving on faculty committees.....attending joint meetings with high school counselors.....visiting former students at senior colleges.....etc.

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32. THE ALUMNI SUPPORTIVE FUNCTION. Those activities designed to gain the interest and support of former students by such means as (1) maintaining a roster of former students, (2) informing them of new developments within the college, (3) recognizing the accomplishments of former students, and (4) assisting them to keep in contact with former classmates. Illustrated Assignments: maintaining current addresses of alumni..... preparing alumni bulletin.....arrange for class reunions.....etc.

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33. THE STUDENT PERSONNEL EVALUATIVE FUNCTION. Those activities of the college designed to collect, analyze and interpret data concerning (1) the characteristics of and transitions within the student population, (2) the needs of students, (3) the use of college resources by students, (4) those factors affecting the progress of students during and following their junior college experience, and (5) the adequacy of various college services designed for student development. Illustrated Assignments: conducting studies of student characteristics.....conducting follow-up studies.....developing experimental projects.....etc.

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34. THE IN-SERVICE EDUCATIONAL FUNCTION. Those activities of the college organized and designed to increase the effectiveness of staff participation in the various non-instructional functions of college through a planned program of in-service training or education. Illustrated Assignments: attending counselor in-service training meetings.....distributing educational articles among staff....interpreting research data to college staff.. ...etc.

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35. THE ADMINISTRATIVE ORGANIZATIONAL FUNCTION. Those activities of the college designed to provide adequate numbers of qualified professional and clerical staff members, suitable facilities and equipment, and an integrated plan of organization that will foster effective development and coordination of the student services program. Illustrated Assignments: interviewing prospective staff members.....preparing budget requests for particular service or program.....preparing job descriptions.....etc.

DEVELOPMENT FACTORS

Directions: A variety of factors have been identified which can have impact upon the development of programs. Please indicate your judgment of the relative impact of various factors by placing a check mark (✓) on the scale for each factor.

Factors	Not a Factor	Relative Impact upon Program Development					
		Very Positive 5	Generally Positive 4	Equally Balanced 3	Generally Restrictive 2	Very Restrictive 1	
Physical facilities	____						(E 41)
Equipment	____						(42)
Clerical assistance	____						(43)
Size of staff	____						(44)
Holding power for qualified staff	____						(45)
Clarity of institutional goals and policies	____						(46)
Faculty concurrence with institutional goals and policies	____						(47)
Clarity of staff roles	____						(48)
Support from administration	____						(49)
Support from faculty	____						(50)
Response of students	____						(51)
In-service training	____						(52)
Workable ideas and concepts	____						(53)
Identification of supportive data to stimulate development	____						(54)
Professional competency of staff	____						(55)
Staff cohesiveness and cooperation	____						(56)

INVENTORY EVALUATION

Having completed the Inventory of Selected College Functions, how would you judge the adequacy of the Inventory in allowing you to depict the range of functions in your program?

(E57)
___ Very satisfactory
___ Satisfactory
___ Equally balanced
___ Unsatisfactory
___ Very unsatisfactory

Comment, if any: ______________________________

How would you describe the adequacy of the descriptions of the various functions?

(E58)
___ Very satisfactory
___ Satisfactory
___ Equally balanced
___ Unsatisfactory
___ Very unsatisfactory

Comment, if any: ______________________________

If you were to complete this Inventory a second time after a lapse of several weeks, how consistent do you feel your responses would tend to be with the responses you have just provided?

(E59)
___ Highly consistent
___ Generally Consistent
___ Fairly consistent
___ Somewhat inconsistent
___ Very inconsistent

Comment, if any: ______________________________

INVENTORY OF STAFF RESOURCES

This Inventory is intended for each staff member who devotes approximately one-half or more of his (or her) employment to functions listed in the Inventory you have just completed.

Our purpose in the INVENTORY OF STAFF RESOURCES is to obtain an understanding of the experience and training of participating staff members. Your complete response to these items is needed. With your cooperation, we expect to make significant recommendations that will increase and strengthen opportunities for professional training.

I. Professional Experience

(6) (F4,5) Name ____ (1-3) Institution ____ Title ____ Yrs. in Position ____

Next most recent position ____ Institution ____ Yrs. in Position ____

Next most recent position ____ Institution ____ Yrs. in Position ____

Are you a full-time college staff member? (7) ___ Yes ___ No. What percentage of your employment is given to activities associated with functions listed in the Inventory? (8) ____ Percent
Do you classify yourself as a professional student personnel worker? (9) ___ Yes ___ No ___ Not Sure

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(10-53) Please indicate in the appropriate spaces the number of years of experience in various assignments. (Include your current position.)

	Elementary Secondary	Junior College	University
A. Primarily Teaching	(10, 11) ____	(12, 13) ____	(14, 15) ____
B. Primarily Student Personnel Work	(16, 17) ____	(18, 19) ____	(20, 21) ____
C. Primarily Administration (Non-Student Personnel)	(22, 23) ____	(24, 25) ____	(26, 27) ____
Equally A & B	(28, 29) ____	(30, 31) ____	(32, 33) ____
Equally A & C	(34, 35) ____	(36, 37) ____	(38, 39) ____
Equally B & C	(40, 41) ____	(42, 43) ____	(44, 45) ____
Equally A, B, & C	(46, 47) ____	(48, 49) ____	(50, 51) ____

Total years of educational experience: (52, 53) ____

II. Educational Testing

(54, 55) ____________ ____________ ____________ ____________
Undergraduate Institution Major Degree Graduation Date

Approximate number of undergraduate credits in:

(56, 57) ______ Education (58, 59) ______ Psychology (60, 61) ______ Sociology & Anthropology

Graduate Education (Quarter hours equal two-thirds of semester hours)

REGULAR COURSE WORK:

(62-71) Institution ____________ (72) Last year of attendance ____________

(73, 74) ______ Semester hours (75) ____________ Major (76) ____________ Degree, if any

(G6-15) Institution ____________ (16) Last year of attendance ____________

(17, 18) ______ Semester hours (19) ____________ Major (20) ____________ Degree, if any

(21-30) Institution ____________ (31) Last year of attendance ____________

(32, 33) ______ Semester hours (34) ____________ Major (35) ____________ Degree, if any

SPECIAL WORKSHOPS OR INSTITUTES: (36) ______

Institution ____________ Year ______ Number of weeks ______

Title of workshop ____________

Institution ____________ Year ______ Number of weeks ______

Title of workshop ____________

Institution ____________ Year ______ Number of weeks ______

Title of workshop ____________

SUPERVISED PRACTICUM

Did you have a supervised practicum? ___ Yes ___ No

Institution ______________________ Dates __________ to __________ (37,38) No. of Credits ___ ___

(39) Setting: ___ Elementary ___ Secondary ___ Junior College ___ University ___ Medical Clinic ___ Other

(40) Please indicate emphasis of the practicum:

______ primarily supervised counseling
______ primarily other student personnel services
______ equally counseling and student personnel services

DISTRIBUTION OF GRADUATE CREDITS

Please indicate the approximate distribution of graduate credits in the following types of courses. (The sum of the credits should equal your total graduate credits.)

Approximate Credits
(semester equivalent)

(41,42) ______ a. Counseling interview courses
(43,44) ______ b. Clinical Testing courses
(45,46) ______ c. Educational testing courses
(47,48) ______ d. Group guidance courses (includes group dynamics)
(49,50) ______ e. Occupational information courses
(51,52) ______ f. Supervised practicum courses
(53,54) ______ g. Research methodology courses (include statistics, thesis, dissertation)
(55,56) ______ Other student personnel and guidance courses (excluding a through g)
(57,58) ______ Junior college education courses
(59,60) ______ Higher education courses
(61,62) ______ Other education courses
(63,64) ______ Cognate courses (psychology, sociology, anthropology)

EVALUATION OF GRADUATE EXPERIENCES

In relationship to your current job assignment---

What were the most significant graduate experiences or courses?

What were the least helpful graduate experiences or courses?

PROFESSIONAL OPPORTUNITIES

(65) Have you had any on-the-job training or supervision (non-credit) in any junior college in which you have been employed? ____ Yes ____ No

If yes, please describe where, when, and the nature of the training or supervision:

(66,67) Please list the professional associations of which you are a member:

How many professional conferences have you attended during the last three years?

(68) ________ State (69) ________ Regional (70) ________ National

THANK YOU FOR YOUR COOPERATION. PLEASE STAPLE THE BOOKLET CLOSED AND GIVE IT TO YOUR INSTITUTIONAL REPRESENTATIVE.

October 1964